DOCUMENT RESUME

ED 083 212	SP 007 408
TITLE	Techniques and Processes. Teacher Education and Religion Project.
INSTITUTION	American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE	57
NOTE	136p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Educational Programs; Guidelines; Human Relations; *Inservice Education; Program Content; *Religion; *Religious Factors; *Teacher Education

ABSTRACT

These guidelines for carrying out a teacher education and religion program were based on questionnaires filled out by the administrators of 15 pilot centers of the Teacher Education and Religion Project during the summer of 1956. The project was sponsored by the American Association of Colleges for Teacher Education. Its basic objective was to develop a teacher who was "prepared to understand, to appreciate, and to convey to his/her students the significance of religion in human affairs." The guidelines of the project are coordinated with the roles of the administrator, consultant, coordinator, and local committee member. (Each of the document sections on these roles contains suggestions for implementation of a teacher education and religion program along with bibliographies.) (Related documents are SP 007 407 and SP 007 409.) (BRB)

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TECHNIQUES AND PROCESSES

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TEACHER EDUCATION AND RELIGION PROJECT

THE AMERICAN ASSOCIATION OF COLLEGES
FOR TEACHER EDUCATION

11 ELM STREET, ONEONTA, NEW YORK

SP 007 408

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THE ROLE OF THE ADMINISTRATOR

in the

Teacher Education and Religion Project

Compiled for Teacher Education and Religion Committee

by

A. L. Sebaly
National Coordinator

The American Association of Colleges for Teacher Education
Oneonta, New York
1957

FOREWORD

Have you ever thought about the implications of the Teacher Education and Religion Project Study for your campus? Have you thought about implementing such a study? Have you wished to profit from the experiences of the administrators in the pilot centers who have worked in this area?

This document offers you guidelines which the Project Committee feels might be helpful to you in seeking answers to these questions. It is an administrator's publication based upon the answers to a questionnaire which was sent to the administrators of the fifteen pilot centers of the Teacher Education and Religion Project during the summer of 1956.

You will find that your role in initiating a study of Teacher Education and Religion is similar to the one which you have experienced before the initiation of projects on your campus. Hence, you will be familiar with some of the materials. Yet, you will find factors so different, that this publication will be of aid to you in promoting your institution's program.

The purpose of the AACTE study of Teacher Education and Religion is to have a teacher teach his discipline well, and use religious references where they are appropriate, in the subject or subjects which he is teaching. The study intends "to deal directly and objectively with religion whenever and wherever it is intrinsic to learning experiences in the various fields of study." What is sought is the development of a good teacher of literature, history, the arts, science, or other subjects, who is "prepared to understand, to appreciate, and to convey to his students the significance of religion in human affairs."

The Committee welcomes your comments and suggestions for improving this working paper as you begin a program of study about Teacher Education and Religion on your own campus. The suggestions presented here are tentative ones which undoubtedly will need refinement from time to time.

Oneonta, New York 1957

A. L. Sebaly
National Coordinator

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AMERICAN ASSOCIATION OF COLLEGES FOR
TEACHER EDUCATION

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ROLE OF THE ADMINISTRATOR IN IMPLEMENTING A TEACHER EDUCATION AND RELIGION PROJECT ON A LOCAL COLLEGE OR UNIVERSITY CAMPUS

To a large degree the success of a Teacher Education and Religion Program on any given campus lies with the head administrative official of that institution, if the reports from a sampling of the pilot centers can be taken as accepted procedure.

In almost all situations the head administrative official of the pilot institution assumed the responsibility for appointing not only the local coordinator but, with consultation, the various members to the Teacher Education and Religion Project Committee.

The materials are divided into six areas: (1) The qualities of a coordinator; (2) Setting up a local Teacher Education and Religion Project Committee; (3) Reporting committee progress to the rest of the faculty; (4) Administrative leadership in committee operations; (5) General suggestions to those who wish to initiate a program; (6) The difficulty of the project as compared to other projects in which that college or university might previously have been engaged.

The reader must constantly remind himself that the materials which are presented in this section, as well as the rest of this report, represent a composite picture and do not represent any one dean's or president's thinking. The conclusions presented are based upon limited population and should be interpreted as guidelines for discussion purposes rather than fixed principles for administrators to follow.

I. COORDINATOR'S QUALITIES BASED ON A SAMPLING OF OPINION FROM ADMINISTRATORS IN THE PILOT CENTERS

The reader will find that the qualities a coordinator of a Teacher Education and Religion Project on a local campus should have can be divided into two large classifications: (1) Those qualifications which are specifically essential to do the job under consideration; (2) Those qualifications which would apply to almost any organized project activity on a given campus.

Some attempt was made by this writer to get opinions from administrators as to which area the following qualities fell, but there was no conclusive evidence where their classification should be. For this reason the qualities are included into one list. The probability is that a combination of these qualities would describe the characteristics essential for the local coordinator to have.

1. A person with status. Apparently the coordinator should be someone on a local campus who has status with the rest of the faculty. Whether this individual should be one who holds an administrative post or not is a matter of opinion. The important thing is that he have high status with the rest of the faculty. Definitely he should not be a newcomer to the faculty group.

2. One who has the ability to work well with others, preferably one who has a knowledge of the group process. The individual who becomes the coordinator should have some ability to promote esprit de corps in committee work. He should have had experience in working with groups where a permissive atmosphere exists.

3. One who has a comprehensive knowledge of the workings of the college or university. The thought expressed is that the local coordinator should be one who not only understands the administrative structure of his college or university, but has a working knowledge of its traditions, possibilities, and limitations. This idea would imply that the local coordinator should understand how the committee group which he heads would be related to other committees in the college. He should have a knowledge, for example, of how his committee is related to any other committees the college or university might have like a curriculum one; or a division; or department; or even a school, if the institution in which he is working is a university.

4. One who has a knowledge of the abilities of the faculty. The local coordinator to get work done would know the potential of the staff with which he is working in order that the human resources of that institution may be profitably developed. Needless to say, it would be a rare case where he knew this information completely. He should have liaison, however, with various individuals in the college, where much of this information could be obtained.

5. One who has an interest in experimentation and/or research, perhaps the ability to do both himself. The coordinator should be an individual with a speculative mind. He should be one who is willing to carry on planned experimentation. He should be willing to conduct research and seek out those who can prepare research designs in the area under consideration.

It is realized that research implies many different things and it is not the purpose of this report to discuss in detail the nature and scope of research. Certainly the coordinator should have some knowledge of action research, which has been defined as "the process by which practitioners attempt to study their problems scientifically in order to guide, correct, and evaluate their decisions and actions." Further the coordinator should have a general knowledge of the techniques of research in a more traditional sense.

6. One who respects differences of opinion and understands the role of religious freedom in the United States. The individual who is the coordinator should operate from a liberal frame of reference regardless of his beliefs about religion. He should be one who can be tolerant of the views of others; one who can operate comfortably in an atmosphere where differences of opinion might exist. He should have an interest in the project and sympathetic to its stated purposes and goals. He should be able to appreciate differing opinions about religion.

7. One who has some understanding of current religious thinking. This statement does not imply that the individual must be a theologian. It does mean that he should be intelligently alert in the field of religion. He should have, through reading or other experiences, moved along in his own understanding of religion, in a scholarly fashion, just as he has with any other work responsibilities which he may have.

8. One who is aware of the issues regarding the relating of religion to public education. To do an effective job in this area the person who becomes the coordinator of the project on the local campus should be acquainted with some of the major issues, not only in educational philosophy, but constitutional problems, as well as in the more specific area of relating religion to particular fields of study.

9. One who is energetic and willing to work, and has a reputation for getting things done. As with any project which is new, whether in Teacher Education and Religion, or another, the administration and faculty involved in it have a certain amount of inertia to overcome. If the project is to advance, the coordinator should be one who is willing to give more than passive aid to it. He must be willing to go beyond the line of duty in holding committee meetings and conducting other activities in exploring the Project's objectives. Effective channels of communication must be maintained with other faculty members and administrative groups. Individuals on a given committee should be able to see the progress which has been made by them. A coordinator should help a local group see what advancement has been made. Effective local organization for high level productivity lies with the coordinator on the local campus.

10. One who has a broad education. The local coordinator, in addition to the qualifications mentioned, should be an individual who is a good scholar in his own right, with some knowledge of recent developments in the field of general and professional education. If the individual does not have background information in the field of general and professional education, he should be one who is willing to learn of developments in these areas.

Quotations from four of the presidents in the pilot centers summarizes the qualifications which they believe that a local coordinator of the Teacher Education and Religion Project should have:

1. "The coordinator should be one who has a natural interest in the project. He should be in an administrative position, possibly a dean, at least the director of a department. He should be a person who would assume the responsibility of keeping the project moving. At the same time he should work as much as possible through committees and attempt to get as wide a participation among the faculty as can be obtained."

2. "The director of such a project should be among those of the higher levels of training within the faculty. He should have the Doctor's degree or the equivalent, with substantial majors or minors in two or three of the departments concerned with the humanities, social studies, psychology and the like. Some ability in and a penchant for research would be a good trait. Some experience as a participating member of a definite religious organization would be desirable, but he should have no vested interest in sectarian religion. He should be a person free from unusual bias either toward organized religion or against it."

3. "The local coordinator of a project of this type should be a person well acquainted with organization of the college, with the abilities of the persons on the faculty, a good organizer, and one who is accustomed to working with discussion groups. He should not be a person who is of such a definite religious bias that he cannot look objectively at the issues involved. He should also have a broad point of view regarding the general problems of teacher training and realize that while he is interested in promoting further understanding of religion as a phase of man's experience, there are also many other areas that need emphasis. In other words, he should be sure to place the purpose of this project in proper perspective so that its aims may be diplomatically achieved."

4. "The local coordinator should be a full-time staff member who is respected by his fellow-workers. He should be a broadly educated person, not only in his own field of specialization but also in general education. He should be tolerant, broad-minded, and able to express himself effectively. This coordinator should respect others and should be thoroughly informed on current issues in religion and moral values."

II. SUGGESTIONS FOR SETTING UP TEACHER EDUCATION AND RELIGION PROJECT COMMITTEES BASED ON SAMPLING OPINIONS FROM ADMINISTRATORS IN PILOT CENTERS

1. Interest versus Departmental Representation. On a local campus, the administrative head is confronted with a decision as how best to establish a committee. Two variables, among others seemingly have controlled administrative preference. On the one hand what has been sought is a committee

member who is vitally interested in serving on the committee; one who will give it more than cursory treatment. On the other hand, the administrator has been interested in securing appropriate representation from the various departments as possible.

The ideal committee membership seemingly would be one which is composed of interested individuals from a wide variety of departments in the college. In actual practice committee membership representing the area of humanities, natural science, social science, and professional education. On any given campus however, committee membership is likely to be from almost any area of the college or university.

2. A Separate Committee versus Work through existing Organizations on a Given Campus. The administrator should give some consideration to whether he wishes to establish a separate committee. If the problem is defined as a curriculum one, he may have on his campus a committee already in existence which could assume study in the area of Teacher Education and Religion through subcommittee work. A constant problem for a committee is liaison relationships with other groups.

The administrator who creates a new committee for this study should give consideration as to how this will best be handled on his campus. Will the committee be created by a policy making one? An action committee? What authority, if any, should it have? The administrator will find that smoother operation of the committee will result if some of these questions are answered at the time the program is started rather than wait until lines are structured.

3. Size of Committee. The size of the committee, if a separate one is created, will vary from institution to institution. From twelve to fifteen members seems to be an accepted number. The number, however, has varied in the various pilot centers. One college has a committee membership of thirty-four. This latter college has its committee divided into subcommittees to handle specific job assignments.

4. Committee organization. Colleges and universities have differed with their committee organization. Some have operated the program from an informal grouping where the local coordinator may be the chief administrative official of that college. Others have worked, and are working, from formalized committee structure. The formal committee membership to a committee is the standard practice, with a specific person appointed by the chief administrative official to head up the local study.

5. Quality of the faculty committee member. Voluntary participation has seemed to be a keynote of faculty membership to the local committee.

Too, other things being equal the administrator would like to see the committee members have the same qualities, to a degree, as the coordinator. Basic to the administrator's thinking seemed to be a willingness on the part of the faculty member to serve on the committee.

QUOTATIONS FROM THREE ADMINISTRATORS IN PILOT CENTERS SUMMARIZE COMMITTEE MEMBERSHIP

1. "The Committee should be made up of individuals who are interested in general education and are actively engaged in the general education program, and who are known to have an appreciation of the significance of religion in the development of our culture."

2. "The Committee should include all major departments and divisions of the teachers college faculty in order that the maximum impact should be exerted upon the curriculum, upon the faculty of the college, indirectly, of course, upon the student body."

3. "A local committee should have broad representation from the various departments, particularly science, humanities, fine arts, education, and the social studies.

Besides selecting several faculty members on the basis of departmental representation, it is also a good idea to ask for volunteers from the faculty. We have uncovered some very fine talent in departments that would not ordinarily be considered as related to the specific purposes of the project."

III. REPORTING PROGRESS TO THE REST OF THE FACULTY

If fear, hostility, and suspicion are to be avoided, and the cooperation of the rest of the faculty, at a given college, is to be secured, some effective means of communication between the Teacher Education and Religion Project Committee and other faculty members must be established.

Some of the ways in which faculty members have been kept informed of the work of the Teacher Education and Religion Project Committee are these: (1) Reporting to the faculty as a whole in general session; (2) Sending out mimeograph reports of committee progress; (3) Sending out periodic reports of committee action; (4) Holding workshops; (5) Encouraging attendance at faculty seminars; (6) Informing faculty members of the project through personal interview.

One president in a pilot center suggested this method of informing other faculty members.

"The committee would bring its findings and program before a general assembly of the faculty and seek discussion of the project from the floor, after which each subject matter would work with the project with its representative serving as the coordinator after which the following steps could be taken. The committee working together, then the discipline representative working with his respective group and then, occasionally, the various groups coming together to make reports before the entire faculty."

Apparently there is need for the Teacher Education and Religion Project Committee on a local campus to keep the channels of communication open in order that other faculty can be informed of the actions of this committee. Furthermore there is constant need for the committee members to keep in view the relationship which their committee has to the rest of the college's or university's program.

IV. SUGGESTIONS AS TO THE ROLE OF ADMINISTRATIVE LEADERSHIP IN THE OPERATION OF COMMITTEE BASED ON A SAMPLING OF OPINION FROM ADMINISTRATORS IN THE PILOT CENTERS

The administrator can stimulate the project's progress, after the coordinator and committee have been established, by doing some of the following things.

1. Have liaison connection with the committee. The Teacher Education and Religion Committee should have some effective way of reporting its activities to the proper administrative officials. Some committees have been chaired by the vice-president or dean of the college. Others have the college president as a regular member of the committee. Whatever the vehicle, some means should be established so that regular periodic reports are made to the administration of the committee's program.

2. Show interest in the project. If the administrator can give the project work a sympathetic interest he will find that the members of the committee will operate with greater enthusiasm. If the faculty members realize that this project is of genuine concern to the administrator, it will have more meaning for them also.

3. Give financial support to the committee. The operation of the committee requires some financial aid from the administration. This thought is especially true where the nature of the operation requires some travel, an occasional luncheon, or dinner, for committee members. At times there will be need for the sharing of expenses for the visits of consultants or resource people to the campus. The exact amount any given committee needs depends upon the type of program that particular institution wishes to sponsor.

4. Encourage committee progress but avoid pressure. Administrators whose colleges have participated in the Teacher Education and Religion Project find, as it has been noted before, that best results come where faculty members serve in a voluntary capacity. In such capacity the individual faculty member seemingly works best under encouragement from the administrator rather than pressure.

This does not mean that there should not be specific goals for the particular institution's program but that the administrator's job becomes one of acting as a catalytic agent in committee operation.

5. Ask for periodic reports. The administrators in the pilot centers, where committee organization exists, indicated that it was desirable practice for local Teacher Education and Religion Project Committees to submit periodic reports of its progress to them.

V. GENERAL SUGGESTIONS. TO OTHERS WHO MIGHT CONTEMPLATE STARTING A PROJECT ON TEACHER EDUCATION AND RELIGION IN THEIR INSTITUTIONS BASED ON A SAMPLING OF OPINIONS FROM ADMINISTRATORS IN THE PILOT CENTERS

1. There should be real faculty interest in wishing to start the study.

2. There should be an allowance for much free discussion of the project and its implication.

3. This discussion stage should run its course before anything in the way of curriculum change, if any, is planned.

4. There should be an avoidance of "barging" into the project.

5. The local committee should have a clear understanding of the scope and objective of the project.

6. The committee should explore how these objectives fit into the general purposes of the college.

7. The committee should survey the curriculum of the college in light of these objectives and then initiate action for such changes, if any, in courses or degrees as the plans seem to indicate.

8. The committee should keep in mind the philosophy and resources of the institution in the community setting in which it finds itself.

9. Consultants, public school administrators, elementary and public school teachers should be contacted for ideas and suggestions.

10. Write to other colleges which have been engaged in the project.

11. Choose personnel of the committee carefully.

The general feeling of pilot center administrative leaders was that a college or university which is beginning a Teacher Education and Religion study should do it rather slowly and allow much time for general discussion about the nature and scope of the project. From the administrative side this would mean that some provisions should be made for faculty members to come together to discuss the project.

How to promote faculty interest in the project is a continuing problem which will vary in degree from institution to institution.

The administrator is faced with the dilemma of wishing to see committee results and at the same time wanting not to seem to be one who seems to be pushing.

VI. (a) FACTORS WHICH HAVE MADE COLLEGE PRESIDENTS IN PILOT CENTERS VIEW THIS A HARDER PROJECT THAN OTHERS IN WHICH THEIR COLLEGE HAS BEEN ENGAGED:

1. Problem of definition.

2. Lack of common denominator among various faculty members.

3. Too much enthusiasm by some.

4. Too much opposition by others.

5. Misunderstanding of objectives by some faculty members.

6. Problem emotionally charged. (pro and con)

7. Mechanical problems.

    a. Involvement of faculty

    b. How to get students to work on curriculum change

8. The distance a state supported college should go in field of religion.

9. The question of whether this program fits the prevailing pattern of academic thought concerning the function of higher education.

10. Sensitiveness of faculty members to principles of separation of church and state in education.

11. Difficulty in measuring results of activities.

One president expressed the degree of difficulty of the project in this manner.

"It has been difficult for several reasons. Its program does not fit readily into the prevailing pattern of academic thought concerning the function of higher education; its objectives are misunderstood by many faculty members; it is suspect of a few individuals, who seem to see behind it an attempt on the part of religion to take over higher education; it tends to arouse emotional biases both pro and con which have to be allayed before anything constructive can be done; and in a public institution such as ours, it seems to some to be a threat to the traditional separation of church and state."

VI. (b) FACTORS WHICH HAVE MADE COLLEGE ADMINISTRATORS IN PILOT CENTERS VIEW THIS PROJECT AS AN EASIER ONE THAN OTHERS IN WHICH THEIR COLLEGE WAS ENGAGED

1. The opportunity through regional and national workshops to check on progress in other schools involved in the project. Faculty members from many schools in the project have become acquainted with each other. This has led to mutual understanding of each other's problems.

2. The helpful attitude of the national office and its willingness to send consultants in special areas to our campus.

3. Freedom of operation. The AACTE coordinators have not attempted to dictate format of the project on the local campus.

4. Interest in project.

5. Importance of project.

SUMMARY

The role of the administrator in the Teacher Education and Religion Project is one in which he sets the direction of the project through the manner in which the committee and its leadership are established as well as the personnel he selects. The progress of the committee will be determined, in part, by the degree of interest he shows it; and the amount of support, financial and otherwise, which he is able to give it. Much thought should be given to the selection of the right person to coordinate the project's activities on a local campus. Further the administrator should give consideration of the type of committee organization which will best operate on the campus.

A constant keynote idea throughout this section has been the thought that faculty members should participate in the project on a voluntary basis. If this is the case, then much of the responsibility for the development of a Teacher Education and Religion Project on a given campus rests with faculty members.

The preceding statements gain significance in view of the increased acceptance of the idea that improvement of college curriculum is a joint enterprise between administration and faculty, and students, too.

Apparently the Teacher Education and Religion Project is one which requires much discussion before action. It is the role of the administrator to set the proper climate in order that this discussion can take place. To a large degree, thereafter, the responsibility for the development of the Project lies with the local faculty.

The administrator in his role establishes the machinery, but if it is to operate smoothly he must be more than a sympathetic engineer, he must be a participant, within limitations, to the local committee's actions.

ANNOTATED BIBLIOGRAPHY

The administrator who wishes to initiate a Teacher Education and Religion Project on his local college or university campus should give consideration to doing some "homework" himself before setting the machinery in motion to begin a project. His reading will be in at least four areas: (1) leadership; (2) general education; (3) teacher education and religion; (4) research.

The following list of articles and books are classified into these four areas for the administrator's convenience. They are presented only as leads. A cursory glance at the literature in the field will give the administrator many more facets of approach to the whole general area of teacher education and religion.

1. LEADERSHIP

Lindgren, Henry Clay. EFFECTIVE LEADERSHIP IN HUMAN RELATIONS. New York: Hermitage House, 1954. Pp. 7+287.

Designed for leaders of all types, this publication might well be read by the administrator who is considering the beginning of a Teacher Education and Religion Project on his local campus. The titles from several of the fourteen chapters give some indications of the type of material in the book: Patterns of Leadership, Old and New; Trademarks of Leadership; Effective Leadership Means Effective Communication; The Dilemmas of the Leader who is Appointed; The Dilemmas of the Leader who is Elected.

The purpose of the book is "to stimulate self-examination and to promote self-understanding" on the part of people who are leaders. The author has been influenced in his writing by ideas from these individuals: Harry Stack Sullivan; Erich Fromm; Karen Horney; Carl Rogers; Camilla Anderson; Norman R. F. Maier; Nathaniel Cantor; S. I. Hayakawa; and Kurt Lewin.

Joyal, Arnold E. FACULTY PARTICIPATION IN COLLEGE POLICY FORMULATION AND ADMINISTRATION. Oneonta, New York: AACTE Study Series Number 3, 1956. Pp. 7+39.

"This publication is an attempt to set forth in usable form, information which describes how colleges and universities are utilizing their faculties in policy development and improvement of college administration. The bulletin first describes how the role of the administration is shifting toward a recognition of the potentialities of faculty cooperation in administration. The factor of morale is discussed with particular reference to policy determination. The relationship of policy determination to organization and administration is explained. The philosophical basis for faculty participation in administration and statements of writers on the subject are briefly analyzed."

"Human Relations Training for School Administrators." JOURNAL OF SOCIAL ISSUES, X No. 2 (1954), 1-67.

Pertinent data on Human Relations Training for School Administrators are brought together in this issue of the Journal of Social Issues. Three studies are discussed: (1) The Syracuse Studies; (2) The Teachers Colleges Studies; (3) The Ohio State Studies.

II. GENERAL EDUCATION

Dressel, Paul, L., and Mayhew, Lewis B. GENERAL EDUCATION. EXPLORATIONS IN EVALUATION. Washington, D.C.; American Council on Education, 1954. Pp. xxiii/ 302.

For the individual who is seeking a quick introduction to some of the problems which are faced in the student of the General Education Area, this book will prove to be helpful reading. This publication is a final report of the Cooperative Study of Evaluation in General Education of the American Council on Education. Inasmuch as a large part of the Teacher Education and Religion Project Study falls within the field of General Education, some familiarity with an evaluation of General Education programs will be helpful to the administrator who is seeking relationships between academic disciplines and religion.

Eddy, Norman, G. "Religion in a General Education Program," JOURNAL OF HIGHER EDUCATION, XXVII (January, 1956), 25-34, 56.

This article describes the place of religion in one general education program. The study of religion in this general education program is "but a fraction of a very large course." The material is presented in a sophomore program which is concerned with social change.

Gross, Chalmer A. IMPLEMENTING PROGRAMS OF GENERAL EDUCATION FOR TEACHERS. AACTE Study Series, Number I. Oneonta, New York: AACTE, 1953. Pp. 3/60.

The title of this publication explains the purpose of the book. O. W. Snarr was chairman of the Subcommittee which carried this study through to its completion. Many specific suggestions for implementing a general education program on a campus are given.

Lovinger, Warren C. GENERAL EDUCATION IN TEACHERS COLLEGES. Oneonta, New York: AACTE, 1948. Pp. IX/119.

This report is a study of programs of general education in four-year curricula for elementary school teachers. The material is based on a questionnaire which was sent to member institutions of the AACTE. An annotated bibliography, which is included with the publication, provides a useful source of further information about general education.

Miller, Ralph, D. (editor). GENERAL EDUCATION AT MID-CENTURY, A Critical Analysis, Proceedings of the Conference on General Education, Sponsored by the Florida State University and Department of Higher Education, National Education Association of the United States, November 21, 23, 1950. Tallahassee, Florida, 1950. Pp. 3+185.

This conference for the most part operated through the study group technique. More than three hundred persons participated in the discussions. For the reader who wishes to get a quick overview of what topics are included in a general education program, this publication will supply some of the answers.

III. TEACHER EDUCATION AND RELIGION

Benne, Kenneth, D. "What the Teacher Should Know About Religion." EIGHTH YEARBOOK, AACTE. Oneonta, New York: AACTE, 1955, Pp. 213-221.

Collins, Evan. "Teaching About Religion in Teacher Education Institutions, An AACTE Ad Hoc Committee Report." SIXTH YEARBOOK, AACTE. Oneonta, New York: AACTE, 1954, Pp. 93-102.

Dawson, Eugene E. "The AACTE Teacher Education and Religion Project." SEVENTH YEARBOOK, AACTE. Oneonta, New York: AACTE, 1954. Pp. 93-102.

________________. "Summary Report of the Teacher Education and Religion Project." EIGHTH YEARBOOK, AACTE, Oneonta, New York: AACTE, 1956, Pp. 222-229.

________________. "Critical Issues and Questions Encountered in Teacher Education and Religion Project", Study, NINTH YEARBOOK, AACTE. Oneonta, New York: AACTE, 1956, Pp. 132-133.

THE FUNCTION OF THE PUBLIC SCHOOLS IN DEALING WITH RELIGION. Washington, D. C.: American Council on Education, 1953. Pp. xiv+145.

Gernant, Leonard. "The Look Ahead." NINTH YEARBOOK, AACTE. Oneonta, New York: AACTE, 1956, Pp. 134-137.

Hausman, Jerome. "A View of the Teacher Education and Religion Project from The Ohio State University." NINTH YEARBOOK, AACTE. Oneonta, New York: AACTE, 1956, Pp. 138-141.

Maucker, J. W. "We Have Learned These Things." NINTH YEARBOOK, AACTE. Oneonta, New York: AACTE, 1956, Pp. 142-144.

Politella, Joseph (Compiler). Annotated Bibliography, RELIGION IN EDUCATION. Oneonta, New York: American Association of Colleges for Teacher Education, 1956, Pp. x+90.

PROSPECTUS OF THE TEACHER EDUCATION AND RELIGION PROJECT. Oneonta, New York: American Association of Colleges for Teacher Education, 1953.

Scroggs, Jack. "Teacher Education and Religion Project: An Appraisal," NINTH YEARBOOK, AACTE, Oneonta, New York: AACTE, 1956. Pp. 145-147.

Sebaly, A. L. "The Nature and Scope of the AACTE Teacher Education and Religion Project,"Pp. 126-131. NINTH YEARBOOK, AACTE. Oneonta, New York: AACTE, 1956, Pp. 126-131.

____________________. "The AACTE Teacher Education and Religion Project at Midpassage," RELIGIOUS EDUCATION, LIX (July-August, 1956) 226-269.

IV. RESEARCH

Ausubel, David P. "The Nature of Educational Research," Educational Theory, III, No. 4 (October, 1953), 314-320.

This article should be a "must reading" for local Teacher Education and Religion Project Committee members who are seeking the identification and definition of research problems in the area of their committee interest. Topics discussed by Ausubel are these: (1) Resistance to Educational Research; (2) Non-Research Approaches to the Improvement of Pedagogy; (3) Empirical (Research) Approaches to Pedagogic Methodology; (4) Differentiation between Psychological Educational Research Problems.

Corey, Stephen M. "Implications of Cooperative Action Research in Teacher Education," EIGHTH YEARBOOK, AACTE, Oneonta, New York: AACTE, 1955. Pp. 164-172.

Corey, Stephen M. ACTION RESEARCH TO IMPROVE SCHOOL PRACTICES. New York, N. Y.: Teachers College, Columbia University, 1953. Pp. xii+161.

ROLE OF THE CONSULTANT

"TO DISCOVER AND DEVELOP WAYS AND MEANS TO TEACH THE RECIPROCAL RELATION BETWEEN RELIGION AND OTHER ELEMENTS IN THE HUMAN CULTURE IN ORDER THAT THE PROSPECTIVE TEACHER, WHETHER HE TEACHES LITERATURE, HISTORY, THE ARTS, SCIENCE, OR OTHER SUBJECTS, BE PREPARED TO UNDERSTAND, APPRECIATE, AND TO CONVEY TO HIS STUDENTS THE SIGNIFICANCE OF RELIGION IN HUMAN AFFAIRS."

TEACHER EDUCATION AND RELIGION PROJECT

THE AMERICAN ASSOCIATION OF COLLEGES
FOR TEACHER EDUCATION

11 ELM STREET, ONEONTA, NEW YORK

THE ROLE OF THE CONSULTANT

in the

Teacher Education and Religion Project

Written for the Teacher Education and Religion Committee

by

A. L. Sebaly

National Coordinator

The American Association of Colleges for Teacher Education
Oneonta, New York
1957

FOREWORD

One purpose of this manual is to aid the individual who finds himself in the role of a consultant in the Teacher Education and Religion Project to perform his work more effectively. A second purpose of the booklet is to inform the local committee about the work of the consultant and how Pilot Institutions in the Teacher Education and Religion Project have used them.

This booklet is based upon the answers to a questionnaire which was sent to consultants who had visited some of the fifteen Pilot Institutions in the Teacher Education and Religion Project. The survey was done during the summer of 1956.

The consultant will find that his role in the Teacher Education and Religion Project is similar to the role the consultant takes in general. Hence, he will be familiar with some of the material, yet he will find factors so different that this publication will be of aid to him as he considers visitation to a given campus.

The Teacher Education and Religion Project Committee is indebted to the consultants of the Project for having gone beyond the line of duty in sharing their experiences as consultants in order that member institutions of the AACTE might profit from their experiences.

The Committee welcomes your comments and suggestions for improving this working paper as you begin a program of study about Teacher Education and Religion on your own campus. The suggestions presented here are tentative ones which undoubtedly will need refinement from time to time.

A. L. Sebaly
National Coordinator

Oneonta, New York, 1957

A PUBLICATION OF THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

Subcommittee on Teacher Education and Religion

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THE ROLE OF THE CONSULTANT IN THE TEACHER EDUCATION AND RELIGION PROJECT

PART I.

I. THE NATURE OF THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION [1]

The local Consultant in preparing himself for his work needs to become familiar with the manner in which the American Association of Colleges for Teacher Education carries on its work. This means that he should become familiar with Association procedure. One way to do this is to study the yearbooks, and other publications of the Association, to get an understanding of the Association's methods.

From his exploratory study the Consultant will learn that one of the strengths of the Association lies in its decentralized approach to research problems. This conclusion implies that each member institution works for its own self-improvement. The success of the Association can be measured by how well each member institution attempts to put this philosophy into practice. This approach is one which the Association has traditionally followed in its study of the problems it has faced over the years.

As the Consultant becomes acquainted with the work of the Association, certain key words and phrases will become a part of his vocabulary. Key phrases and words like these will become familiar to him: (1) voluntary participation; (2) procedures which have been initiated, developed, applied and revised by the Association itself; (3) programs of action which are not fixed or static; ones which have growing edges, which become modified as progress is made; (4) cooperative effort of large numbers of people; (5) autonomous institutions; (6) independent growth; (7) individuality. Soon the Consultant realizes that what these words and phrases mean is a program of action on a local campus.

The Consultant soon realizes that the staff of the Central Office of the Association exists to service the local campus, and that the strength of the Association lies with what is done at the local level. Yet, he further realizes that the local institution is only one, regardless of type, which is working to improve teacher education. He will find, further, that the catalytic agent for the solution of problems to improve teacher education lies within the descriptive framework which can be described as voluntary cooperative action.

He will need to catch the vision which comes from voluntary action, within the local Committee - for institution-wide action - action which in turn becomes a part of a larger cooperative endeavor in the Association itself. The end result of the purposeful, cooperative action is continued improvement of the quality of teacher education.

The American Association of Colleges for Teacher Education has described itself in this manner:[1] "The American Association of Colleges for Teacher Education is a national voluntary association of colleges and universities throughout the United States, organized to improve the quality of teacher education.

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[1] American Association of Colleges for Teacher Education Brochure, Oneonta, New York.

"These colleges and universities are banded together to do three things. The first of these is to focus the attention of the public and of the teaching profession upon opportunities and problems existent in the education of teachers. The second purpose is to enable each member institution to draw upon the resources of cooperative action in continually improving its own program for educating teachers. Finally the AACTE is organized to conduct research and studies which will throw light upon the objectives and procedures of teacher education.

"The AACTE seeks to foster experimentation and individual initiative. Colleges and universities of all types are among its members; the problems they offer are varied. Only one uniform theme dominates the AACTE --the devotion to ever-improving quality in each style of collegiate teacher education."

II. GENERAL AND PROFESSIONAL EDUCATION IN TEACHER EDUCATION

The Consultant should have a knowledge of the relationships of general and professional education in teacher education besides the specific area of his specialty.

The Consultant will find the following references helpful in gaining this knowledge:

1. Journal of General Education, published by University of Chicago, Chicago 37, Illinois.
2. Journal of Teacher Education, published by The National Commission on Teacher Education and Professional Standards, The National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

3. Cottrell, Donald P. (Editor) Teacher Education for a Free People. Oneonta, N. Y.: American Association of Colleges for Teacher Education, 1956. Pp. xiii-415.

4. Dressel, Paul L., and Mayhew, Lewis B. General Education. Explorations in Evaluation. Washington, D. C.: American Council on Education, 1954. Pp. xxiii - 302.

5. Hill, George E., and Potthoff, E. F. (Editors) Improving Teacher Education Through Inter-College Cooperation. A report of Subcommittee on Institutions for Teacher Commission on Research and Service, North Central Association of Colleges and Secondary Schools. Publisher, William C. Brown Company, Dubuque, Iowa, 1956. Pp. vii - 250.

III. THE NATURE AND SCOPE OF THE TEACHER EDUCATION AND RELIGION PROJECT [2]

The AACTE Teacher Education and Religion Project is "breaking the thought barrier" which encrusted the thinking of many who have been and are involved in work in higher education and the professional preparation of teachers.

The Project is calculated to encourage instructors to make reference to religion where it is relevant to content.

On December 1, 1953 the AACTE Subcommittee on Teacher Education and Religion defined the nature and scope of the Project in these words:

"The Committee recommends that the chief purpose of this study of Teacher Education and Religion be to discover and develop ways and means to teach the reciprocal relation between religion and other elements in human culture in order that the prospective teacher, whether he teaches literature, history, the arts, science, or other subjects, be prepared to understand, to appreciate and to convey to his students the significance of religion in human affairs."

The "primary aim of the study is to deal directly and objectively with religion whenever and wherever it is intrinsic to learning experiences in the various fields of study."

The implementation of this purpose and primary aim has been left to the discretion of the fifteen Pilot Centers throughout the country. As a result, the implementation of the Project has been as varied as there are institutions in the Project. This, perhaps, is as it should be. Experimentation should allow for differences of approach to a problem. The unifying aim of the Pilot Centers is to find ways and means of breaking thought barriers and to secure "an intelligent understanding of the role of religion in human affairs." The problem becomes one, then, of not what education can do for religion but what religion can do for education.

It was the Committee's intent that during the first two years of the Project's life that the emphasis would be upon intensive study by the faculties of the fifteen Pilot Centers. It was hoped that during this time that curriculum materials would be developed, new courses started, and new units added to existing courses. It was the Committee's intent to spend the final three years of the Project publishing and distributing data gathered and course materials printed. Further, it was intended that the fifteen Pilot Centers would assume the responsibility to "not only develop experimental materials, but, as they progressed, to serve as demonstration centers for other institutions in the area - and to encourage their participation and assistance." Apparently, the first stage of the Project was to be intensive work by Pilot Centers; the second stage, one of dissemination of materials. Pilot Centers were to assume regional responsibilities.

The problem is seemingly one of finding ways and means of fusing religion, as a cultural force, with the aims of general and professional education. At a practical level, this means that administrators and professors of general education, and professional education departments will have to meet together and explore their common interest: how to aid students to become better teachers. It can be seen that the AACTE Teacher Education and Religion Project becomes one which does these things: (1) examines curriculum; (2) enriches curriculum; (3) encourages instructors to make reference to religion where it is relevant to content.

A Project of this nature is bound to have points of tension, but the Project offers a chance for these points to be aired. Emotional as well as intellectual thought barriers may be moved. At times, seemingly, there are ambiguities in the Project, even at the local campus level. Major emphasis has been given to the study of General Education - The Humanities - Natural Sciences - the Social Sciences. Emphasis has been given to study of Professional Education. The Project, however, is not limited in scope to these areas.

The Committee's intent was that other areas should be studied as well. It can be seen that the Project will have tension points. Administrators must be willing to support teachers who experiment in this area.

What is the nature and scope of the AACTE Teacher Education and Religion Project?

1. The Project is an attempt by the AACTE to prepare better qualified teachers.
2. The Project is one which involves breaking thought barriers as to what teacher preparation should be.
3. The Project is one increasingly concerned with: (1) studies, (2) experimentation, (3) evaluation, (4) application.
4. The Project is involved in the collection of data, visits to institutions, examinations of Projects, meeting with interested groups, consultations with experts in the field and with writing.
5. The Project attempts to deal directly and objectively with religion whenever and wherever it is intrinsic to learning experiences in the various fields of studies.
6. The Project examines curriculum materials and encourages instructors to make reference to religion where it is relevant to content.
7. The Project's approach is through the integrity of the discipline which a faculty member is teaching.

IV. CRITICAL ISSUES IN RELATING RELIGION TO TEACHER EDUCATION[3]

1. What is implied by "teaching about religion"?
2. Is it possible to "teach about religion"?

3. How do you distinguish between "teaching about religion" and teaching religion?
4. Does the teacher need to label the subject matter as religious in order to be "teaching about religion"?
5. "Dragging religion in" versus treating religion when it is relevant to subject matter.
6. What is the relevance of the Project for the various disciplines?
7. Is there really a need for "teaching about religion" in colleges and universities? Evidence? Haven't we been doing this all along?
8. What is the value of an "objective" approach in the study of religion? Is religious literacy enough?
9. How do you avoid religious commitment in treating religion in the classroom?
10. What about an already over-crowded curriculum?
11. How objective can we be in reporting findings in this study?
12. Can we teach factual information about religion and not cause divisiveness in public schools?
13. What about resistance from religious groups?
14. What are the legal implications?
15. In a Project of this nature, is it necessary to define religion?
16. What is the nature of religious experience?
17. Is religion a necessary support for the individual?
18. What is the relation of religion to other values?
19. How can diverse points of view be brought into harmonious relationship? In what ways have faculties reached greater awareness of these qualitative aspects of experience?
20. Just what would public school and college faculties know about religion? Would they not do more harm than good?
21. Would greater agreement and understanding be fostered through identification and realization of religious belief rather than looking at religion through the diverse rituals and ceremonies that are expressive of these beliefs?
22. Is academic freedom endangered by such a Project?
23. Will such a Project meet the needs of public education?
24. What problems in religion would the public schools come in contact with most consistently?
25. Have schools the obligation to lift the morality of the community?
26. Does the Project belong in professional education or general education?
27. How can the colleges and universities best service the public schools of the area in which they are located?
28. Is a consideration of religious attitudes of faculty members and students relevant to the present study?
29. What is the difference in attitude toward "teaching about religion" between public school administrators and classroom teachers?
30. How can you best motivate faculties with respect to Project participation?

31. What criteria should be considered and procedures followed in establishing a competent Teacher Education and Religion Project Committee on the local campus?
32. Are such Committees generally representative of the faculty?
33. How do you expect to evaluate Project activities?
34. What is the best use of Project consultants?

Part II of this booklet is based on answers to questionnaires sent to individuals who have been consultants in the Teacher Education and Religion Project. The materials discussed center around these areas of interest. (1) Need for a Consultant; (2) Purpose of a Consultant's visit; (3) Mechanics of a visit; (4) Publicity about the Consultant; (5) A Consultant's work on a campus.

1. Need for a Consultant. The Consultant is visiting a local campus because the local committee feels that there are problems faced which either require more knowledge and experience than the local committee members themselves have to offer, or it offers an opportunity for them to use an off-campus resource to strengthen a position which they have already stated.

   The Consultant is visiting a local campus because a decision has been made that his services will cause something to happen on a local campus as a result of his visit.

   The Consultant should realize, however, that in spite of the fact that a local decision has been made that he is needed that a local group, as well as the Consultant himself, may not know how to use his services in a given situation.

2. Purpose of visit. Ideally the local campus should know what services they expect from a Consultant. Ideally the Consultant should know what is expected of him when he visits a given campus.

   To make these two ideals more of a reality, adequate preparation must be made by the local coordinator and the Consultant as well as to prepare for his visit to a given campus. Failure to do otherwise may result in a disappointing experience not only for the local campus but the Consultant as well. In the busy world of day to day routines of a college campus unless scheduling of the Consultant's time is done in advance, maximum returns on his visit are seldom realized. Purpose of the Consultant's visit must be identified.

3. Mechanics of a visit. Let the local contact person know well in advance of his arrival how he will arrive at a given campus. He should work out some system of arrangement with the local group about: (A) Travel connections; (B) Living accommodations; (C) Time schedule while on campus.

The greater the specificity on mechanical details, the easier will his visit be integrated into the local campus pattern.

4. Publicity about the Consultant, his work, and date or dates of visit. Local campus groups have used a variety of methods to inform others about the Consultant's visit. The chief ones have been: (A) Faculty notices; (B) Local papers; (C) College paper; (D) Local or college radio or television programs.

   The Consultant may have to take the initiative to see that his visit is publicized. It is not the publicity which is wanted but that those who wish to avail themselves of his services can know of the visit.

5. Role of Consultant. He should know what specific help is wanted of him.--find out what role he is expected to play on a given campus.

   Consultants have been used in the Project in these capacities: (A) Process persons; (B) Experts; (C) Evaluators; (D) Status.

   A. In the capacity of process persons they have assumed some of the responsibility of a discussion leader in helping a local group clarify their problems, identify new problems and, in general, carry the thought processes forward. If he takes this role, it is assumed that he will have had some experience as a discussion leader.

   B. As experts, Consultants have been used in a variety of capacities: (1) To point out relationships between their specialty and religion; (2) To give definite answers to questions; (3) To propose methods of doing things. In this capacity he is assuming the role that he knows the answers.

   C. As evaluators, Consultants have been used to give opinions of what they think of the local program. Too, they have been asked to give opinions of how the situation in which they are compares with other programs they have seen. Tact needs to be used when the Consultant plays the role of evaluator.

   D. As status persons, Consultants have been used to bring prestige to bear upon the Project. Faculty members may wish students to hear the Consultant. Too, the local campus my invite in outsiders to see and hear the Consultant.

   In actual operation the Consultant may find himself playing all of these roles to a greater or lesser degree at one and the same time. However, the Consultant will find that if he does not play the role expected, the local group will have a feeling of dissatisfaction with his visit.

Summary. In a general way the Consultant needs these things: (1) A knowledge of the nature of the AACTE; (2) A knowledge of the nature and scope of the Teacher Education and Religion Project; (3) A knowledge of some of the critical issues in relating religion to teacher education; (4) A knowledge of the trends in teacher education, both in its general and professional aspects.

The Consultant may be a specialist in a specific discipline, but for maximum effectiveness he should be able to view this specialty not only in terms of its contribution to the subject matter area under discussion but its relationship to general and professional education as a whole.

Part III -- The Consultant's preparation to visit a specific campus.

The Consultant needs to get a comprehensive picture of the college as an institution.

He will find that colleges or universities will have varying degrees of interest in the study. The sheer burden of day-to-day routines prevents students, faculty and administration from doing sustained work on a given problem even if the interest is there. He can do some of the following to get acquainted with a given campus:

1. Close study of college catalogues to gain overview of general feature.
2. Correspondence or interview with someone who has visited the college or university before.
3. Read promotional literature.
4. Read articles by faculty members relating to area of concern.
5. If possible, get advance information about what is taught on a campus.
6. Obtain other pertinent data about specific courses, institutional activity, proposed activity, needs and problems, readiness or lack of readiness to move forward in the Project.
7. Ask for copies of any tentative curriculum plans. Correspond with some interested person on the campus to find out the background of the college, the state of religion there and faculty attitudes.Be prepared to discuss with other institutions are doing.

Locate the local emphasis of the Project.

Much of the Consultant's success will depend on how well he is able to locate the local emphasis of the Project. This conclusion implies that there is responsibility on the part of local campus faculty and administration to give leads to the Consultant well in advance of his appearance.

Further, this location of the emphasis of the Project allows the Consultant to prepare himself for the specific aids a given campus wants.

At times the Consultant will have to "size up the situation" when he is on a given campus. This evaluation is difficult to do with one trip.

What help does the local group need--should be a constant question of the Consultant. It may be reassurance of what they are doing.

The Consultant will find that at times he can render his best service by working with the local coordinator in helping him clarify his own thinking about procedures for action at the local level.

Further, he should have some contact with the local administrative group. A constant question which the Consultant must ask himself is: What is the local emphasis on the Project?

Study the geographic setting of the college or university.

The regional setting of the college or university will determine to a degree points of emphasis about a given problem.

Specific problems of local college.

Find out as much as possible about what the institutions have done in the area of concern. To some extent this can be done by correspondence prior to the visit.

Part IV. Consultants' reports on their work in TER* Pilot Institutions.

I. THE ACTIVITIES IN WHICH CONSULTANTS ENGAGED WHEN THEY VISITED TER PILOT INSTITUTIONS

1. A. "Gave simple, accurate statement of the purposes, auspices, etc. of TER. Referred to common problems, to local and sectional problems, etc. Emphasized educational values. This to large and small groups of teachers, and for administrators, students, local clergy. Emphasize the professional; teachers are not just citizens."
   B. "Participated in discussion with two or three leaders (local faculty and administrators) and a class, around student questions."
   C. "Discussed content of a write-up of content and problems of a Foundations (History and Philosophy of Education) course with full attention to 'knowledge about religion'."
   D. "Discussed with groups of 'A' materials to use: Literature, Religion, Philosophy."

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* "TER" refers to Teacher Education and Religion Project.

2. "I have done everything from giving three speeches in a day to advising in great detail about a specific course. I have met with many committees, of course, and in some cases with students. (There should probably be more of this last.) Often the things that seemed on the periphery may have been most important--a meeting with social scientists, for instance, during a visit primarily concerned with a humanities project."

3. "Through my connection at the pilot center, arrangement has been made for the following:
   A. "A meeting with the president or the administrative head of the institution, with whom, in an informal way, were discussed the work of the AACTE and my own specific mission.
   B. "A meeting with either the head of the department concerned or with professors and invited guests from the area study.
   C. "On occasion, meetings with students.
   D. "Attending informal faculty dinners, with informal after-dinner discussions.
   E. "A tape-recorded interview for use over the local radio station regarding the work of the AACTE and the specific program as it might affect the campus and the community (this was with respect to adding courses in the Bible and Comparative Religion)."

4. A. "Conferred with administration officers, members of the TER Committee, talked to other representatives of the faculty, as well as lectured to various college classes."
   B. "Review and evaluation of the project."
   C. "Suggested a new course and helped to structure it in its content and methodology."
   D. "Bibliographical guidance to several instructors dealing with courses in which material about religion is incorporated."

5. A. "Spoken to a faculty group, assembled to 'get'my view of what is at issue, in general, and, more specifically, in the professional curriculum."
   B. "Had conferences with individual staff members and with committees of the staff in which ideas were exchanged, somewhat on the assumption that I could be helpful."
   C. "Given an 'open' lecture--chiefly to students--on the problem of 'moral and spiritual values in public education'."

6. A. "Conferences with individual teachers and administrators."
   B. "Speaking before groups of faculty."
   C. "Taking part in faculty seminars."
   D. "Teaching individual classes of students."
   E. "Conferences with individual students."
   F. "Writing reports upon observations which are sent to faculty members at the schools."

7. A. "Gave general talk to entire faculty on the basic purpose of the project."
   B. "Held more informal sessions with members of faculty most interested in project."
   C. "Held sessions with local steering Committee, that is local Committee on Religion and Teacher Education"
   D. "Meet classes and talk with students about projects."
   E. "Talked informally with students in students' lounge."
   F. "Held conference with President, Dean and other top school officers."

8. A. "Talked to small groups about the relationship of education and religion."
   B. "Talked to large groups about the relationship of education and religion."
   C. "Consulted with individuals concerning teaching problems."
   D. "Consulted with small groups concerning teaching problems."
   E. "Demonstrated methods of teaching."

9. A. "Met with curriculum committees."
   B. "Met with divisions."
   C. "Met with administrators."
   D. "Met with individual faculty members who were interested."
   E. "Addressed faculty and students groups."
   F. "Criticized curriculum plans."
   G. "Described plans being used at other institutions."
   H. "Appeared on TV for interview."

10. A. "Assisted in directing a moral and spiritual values workshop."
    B. "Met with committee to advise them on how to plan for and direct moral and spiritual values workshop and in-service project in schools."

II. FACTORS WHICH MADE CONSULTATION IN THE AREA OF TER A HARDER ONE TO DO THAN IN OTHER AREAS IN WHICH CONSULTANTS HAD WORKED

1. "I have not found it so. For all the difficulties associated with religion, it is easier to show the need for knowledge about religion, and the possibilities of supplying it, than it is to show the need of philosophy of education."

2. "The purposes were (inevitably, perhaps) not sharply defined by us beforehand; and they were often misunderstood in the places we went to. This meant that a good deal of time had to go into making definitions, often with sceptical people--this was quite difficult."

3. A. "The most difficult thing has been the vagueness and indefiniteness of the Teacher Education and Religion Project."

B. "In a sense, though, this has worked advantageously in allowing each consultant to work out his own ideas."

4. A. "The nature of the TER project and the sense of suspicion and misgiving by individual faculty members or their indifference toward the project. The term 'religion', easily induces emotional thinking and reactions among the various intelligentia of college faculty and theologians."
   B. "The need for definition of TER project objectives which are clearly accepted and followed by all educators and theological consultants alike--regardless of personal theologies."
   C. "TER getting bogged down repeatedly on the element of 'commitment' in the learning process."
   D. "Semantic difficulties in the communication process at the workshops, especially."

5. "It appears, in name, to be specific; in fact, it has not taken this form. In consequence, 'religion' is still a term so loaded with meaning as to be meaningless. Finally, the really tough part of this assignment is convincing myself that I have anything to say that will be helpful to those who do want to introduce religion (in a term I am sure I would reject) into the teacher education curriculum."

6. "I have had limited experience as a consultant, but I found a problem in the attitude of many that this is a job which has been done in courses in the past, so that there was some doubt about what more was expected."

7. "I found that some of the colleges I visited were not clearly aware of what this project really was about."

8. A. "There is a considerable feeling of suspicion of motives behind the the project--are 'they' trying to get us to teach 'religion' in the guise of teaching about 'religion'."
   B. "Where both general and professional phases of teacher education are involved, one adds the interdepartmental and interdisciplinary tensions, suspicions and reactions to the divisions re religion to the relationship situation encountered."
   C. "The vast variety of meanings attached to 'religion' in our country make clear communication very difficult."

9. "Have not served as a formal consultant on any other project."

10. "It seems that people are more rigid or commited to a definite viewpoint or program in this area and less willing to experiment, broaden, or enrich what they are doing. The assumption is often stated--we are doing just this--we have always treated religion objectively in our course--or what do you know about religion or my area? Or I'll stick to teaching my specialization and leave religion to the theological specialist. It is easy to arouse tempers and become argumentative."

III. FACTORS WHICH MADE CONSULTATION IN THE AREA OF THE TER AN EASIER ONE TO DO THAN IN OTHER AREAS IN WHICH CONSULTANTS HAD WORKED

1. "The great American weakness in education is the lack of early development of interest in, and of serious reading in, theory of all sorts, whether scientific, political, or philosophic, - or religious, this latter including both theology, popular doctrine and practice. Our Project is hard mainly because of this widespread lack among students and teachers."

2. "The Project in itself is quite broad in what it is attempting to do--in all disciplines, etc.--but it is specific; which enables one to be quite concrete and also specific within those disciplines--in short, where does religion necessarily relate to a discipline and how can it be treated objectively in the classroom? As such the study is much less general than many others in which I have served as a consultant."

3. "I don't think it has been. The interest of many of the people closely involved has made it exciting, however."

4. A. "The general services of the national coordinators have been very helpful to consultants in the course of preparing to attend conferences, workshops, and in making campus visits."
   B. "This manner in which the regional and national workshops were organized and carried on."

5. "I seem to have been 'wanted', rather than being some one an administrator or committee has decided to bring in as an 'expert'. And I have been wanted (if this interpretation is correct) only after the local group has found a problem it wants to solve."

6. "There appeared to be genuine concern about doing something about the project once the faculty saw its ramifications."

7. "Awareness of a pressing and important public problem lying behind the deliberations has lent strong motivation to the deliberations."

IV. CONSULTANTS' SUGGESTIONS FOR FOLLOWING UP A VISIT TO A PILOT INSTITUTION

1. "Correspondence with any persons with whom you can genuinely share and develop ideas, materials."

2. "I would make the general comment that the chance to see a program in operation after the lapse of a year is crucial. I felt that I did much more at _____ this year than last, because there were specific matters of practice to discuss in this relation to larger purposes and ends."

3. A. "Occasional letters to the professors teaching the courses recommended."
   B. "Sharing further material as occasion warrants."

4. A. "A written report by the local committee coordinator on the campus to the consultant concerning his visit."
   B. "An evaluative written report by the consultant concerning his impressions and recommendations."
   C. "Follow-up correspondence between the coordinator of local committee, individual faculty member, or individual students and consultant."
   D. "A subsequent visit by the consultant to restudy, reappraise the project on the local campus, preferably after six months, if it is a one to three year project."

5. "None, really. If the local people do anything specific in consequence of the visit, they should inform the consultant....later, reporting on success or failure. At least, it would be nice were this to happen, but I see no compulsory factor here. Your office ought to make an informal check, at least. Consultants who don't seem to click ought to be left at home, where, presumably they are happy and useful."

6. "The follow-up might be planned as part of the original consultation service and contact would be maintained by mail between consultant and local faculty in the period between visits."

7. A. "Send suggested readings."
   B. "Send material on what other colleges are doing."
   C. "Write,offering to be of further help by mail."
   D. "Give institutions a sort of informal appraisal of what you saw."

8. A. "Follow-up specific agreements reached during consultation."
   B. "Have both campus coordinator and consultant prepare independently summaries of decisions reached and problems explored. Rewrite summaries through correspondence."
   C. "Report reconciled summary to project coordinator to be made a part of the record on the particular campus."

9. "There should be someone on the campus who will correspond with the consultant, send him committee reports, etc., and invite his continued criticisms and suggestions."

10. "Should be on call for follow-up to review the more elaborate plans, syllabuses, etc., and suggest refinement, further planning, further action, etc."

Part V - The Role of the Consultant

1. The Consultant can play several roles. He can be a process person, an expert, an evaluator, or a status person.
2. Failure to play the role which is expected of him can produce disappointment on the local campus as to the value of his visit.
3. The Consultant has a responsibility not only to have a knowledge of where religion is intrinsic to the discipline in which he is a specialist, but he should have a broad knowledge of the general and professional aspects of teacher education.
4. Familiarity with the AACTE's methods of operation and purposes are essential for effective consultation.
5. Familiarity with the frame of reference within which the TER Project operates is essential. Failure to view that Project within its defined limitations can produce diffused consultant activities. Basically he is working with faculty members to further the intent of the courses which they are teaching.

The Project is focused on the improvement of teacher education. The Consultant should realize that the Project is a curriculum one.

Summary. In the final analysis the Consultant will be successful in his role to the degree to which he helps a local campus group meet its needs. The Consultant should constantly ask himself what is the local point of emphasis of the Project on this campus?

PART VI

ANNOTATED BIBLIOGRAPHY

The Consultant on a local college or university campus will need to do some reading to get the scope of the study in which he is engaged. His readings will be in at least: (1) general education; (2) teacher education and religion; (3) research.

The following lists of articles and books are suggested leads. The Consultant will find that much of his work falls into the area of general education and that much of his study will concern itself with where in general education courses materials about religion are relevant. The individual who comes to the job with a professional education orientation needs to familiarize himself with the general education area. The one who comes to the job with a general education orientation needs to familiarize himself with the professional education program. Both types of individuals will have to secure an acquaintance with the role of religion in culture. The problem is essentially one of curriculum study.

I. GENERAL EDUCATION

Dressel, Paul L., and Mayhew, Lewis B. GENERAL EDUCATION. EXPLORATIONS IN EVALUATION. Washington, D. C.: American Council on Education, 1954. Pp. xxiii - 302.

For the individual who is seeking a quick introduction to some of the problems which are faced by the student of the General Education area, this book will prove to be helpful reading. This publication is a final report of the Cooperative Study of Evaluation in General Education of the American Council on Education. Inasmuch as a large part of the Teacher Education and Religion Project Study falls within the field of General Education, some familiarity with an evaluation of General Education programs will be helpful to the administrator who is seeking relationships between academic disciplines and religion.

Eddy, Norman G. "Religion in a General Education Program." JOURNAL OF HIGHER EDUCATION, XXVII (January, 1956), Pp. 25-34, 56.

This article describes the place of religion in one general education program. The study of religion in this general education program is "but a fraction of a very large course." The material is presented in a sophomore program which is concerned with social change.

Gross, Chalmer A. IMPLEMENTING PROGRAMS OF GENERAL EDUCATION FOR TEACHERS. AACTE Study Series, Number I. Oneonta, New York: AACTE, 1953. Pp. 3 - 60.

The title of this publication explains the purpose of the book. O. W. Snarr was chairman of the Subcommittee which carried this study through to its completion. Many specific suggestions for implementing a general education program on a campus are given.

LIBRARIAN AND THE TEACHER IN GENERAL EDUCATION: A REPORT OF LIBRARY INSTRUCTIONAL ACTIVITIES AT STEPHENS COLLEGE. Chicago, Illinois: American Library Association, 1948. Pp. xi - 69.

Malcolm S. MacLean raises the question in the foreword of this book: "How can we get students to want to read and be able to find and read what they need for their general education?" How Stephens College has solved, in part, the answer to this question is the basis for this book. Individuals studying the relationship of teacher education to religion will want to become familiar with library facilities on their own campus as an aid to their study. This book will have leads for them.

Lovinger, Warren C. GENERAL EDUCATION IN TEACHERS COLLEGES. Oneonta, New York: AACTE, 1948, Pp. ix — 119.

This report is a study of programs of general education in four-year curricula for elementary school teachers. The material is based on a questionnaire which was sent to member institutions of the AACTE. An annotated bibliography, which is included with the publication, provides a useful source of further information about general education.

Miller, Ralph D. (Editor). GENERAL EDUCATION AT MID-CENTURY. A Critical Analysis, Proceedings of the Conference on General Education, Sponsored by the Florida State University and Department of Higher Education, National Education Association of the United States. November 21 - 23, 1950. Tallahassee, Florida, 1950. Pp. 3 - 185.

This conference for the most part operated through the study group technique. More than three hundred persons participated in the discussions. For the reader who wishes to get a quick overview of what topics are included in a general education program, this publication will supply some of the answers.

Troyer, Maurie C., and Pace, C. Robert. EVALUATION IN TEACHER EDUCATION. Washington, D. C.: American Council on Education, 1944. Pp. xii - 368.

This book is one in a series which arose from the study by the Commission on Teacher Education. Chapter IV, "General Education", Pp. 95-134, is pertinent for the individual who is seeking further information about the general education programs. The material should be compared with Dressel and Mayhew's material which is also listed in this bibliography.

II. TEACHER EDUCATION AND RELIGION

Axtelle, George E. "Religion, Education and Culture", EDUCATIONAL FORUM. XXI No. 1, Part I (November, 1956), Pp. 5 - 17.

Benne, Kenneth D. "What the Teacher Should Know About Religion." EIGHTH YEARBOOK, AACTE. Oneonta, New York: AACTE, 1955. Pp. 213-221.

Bier, William C. "Sigmund Freud and the Faith," AMERICA. XCVI (November, 1956), Pp. 192 - 196.

Collins, Evan. "Teaching About Religion in Teacher Education Institutions, An AACTE Ad Hoc Committee Report." SIXTH YEARBOOK, AACTE. Oneonta, New York: AACTE, 1954, Pp. 93 - 102.

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FOCUS ON RELIGION IN TEACHER EDUCATION. Oneonta, New York: AACTE, 1955, Pp. v - 87.

This book contains a series of essays written by faculty members at Western Michigan University. The areas covered are these: Religion and the Social Studies; Religion in the Humanities Course; Questions Concerning Religion in Science Classes; Another Responsibility for the Science Teacher; Psychology in Religion; Teaching About Religion in the Elementary School; Spiritual Values in Children's Literature; The Relationship of Professional Education to Religion; General Education and Religion.

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Gernant, Leonard. "The Look Ahead," NINTH YEARBOOK, AACTE. Oneonta, New York: AACTE, 1956, Pp. 134 - 137.

Gilbert, Arthur. "The Teacher Education and Religion Project at Mid-Point," RECONSTRUCTIONIST, XXII (February 8, 1957), Pp. 17 -24.

HARVARD EDUCATIONAL REVIEW, XXVI (Spring, 1956)
The complete issue of this magazine is a symposium on the aims and content of the philosophy of education. Twenty-five authors have attempted to answer the question, "What should the aims and content of a philosophy of education be?"

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Kircher, Everett J. "Religion and the Liberal University," PROGRESSIVE EDUCATION, 33 No. 4 (July, 1956), Pp. 97 - 103.

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III. RESEARCH

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This article should be a "must reading" for local Teacher Education and Religion Project Committee members who are seeking the identification and definition of research problems in the area of their committee interest. Topics discussed by Ausubel are these: (1) Resistance to Educational Research; (2) Non-Research Approaches to the Improvement of Pedagogy; (3) Empirical (Research) Approaches to Pedagogic Methodology; (4) Differentiation between Psychological Educational Research Problems.

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Contains useful ideas for a team approach to research studies.

THE STATE AND SECTARIAN EDUCATION. Washington, D. C.: National Education Ass'n. Research Bulletin, XXIV, No. 4 (December, 1956), Pp. 167.

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ROLE OF THE COORDINATOR

"TO DISCOVER AND DEVELOP WAYS AND MEANS TO TEACH THE RECIPROCAL RELATION BETWEEN RELIGION AND OTHER ELEMENTS IN THE HUMAN CULTURE IN ORDER THAT THE PROSPECTIVE TEACHER WHETHER HE TEACHES LITERATURE, HISTORY, THE ARTS, SCIENCE, OR OTHER SUBJECTS, BE PREPARED TO UNDERSTAND, APPRECIATE, AND TO CONVEY TO HIS STUDENTS THE SIGNIFICANCE OF RELIGION IN HUMAN AFFAIRS."

TEACHER EDUCATION
AND
RELIGION PROJECT

THE AMERICAN ASSOCIATION OF COLLEGES
FOR TEACHER EDUCATION

11 ELM STREET, ONEONTA, NEW YORK

THE ROLE OF THE COORDINATOR

in the

Teacher Education and Religion Project

Compiled for Teacher Education and Religion Committee

by

A. L. Sebaly

National Coordinator

The American Association of Colleges for Teacher Education
Oneonta, New York
1957

FOREWORD

This manual is intended for use by the individual who finds himself in the Role of Coordinator of a Teacher Education and Religion Project on a local college or university campus. The manual is intended as a guide and not as a definition of a necessary role pattern which he will take.

The materials are based on answers to questionnaires which Local Coordinators in the AACTE Teacher Education and Religion Project completed during the summer of 1956. The manuscript was further refined when the Local Coordinators went over the final draft of it in the spring of 1957.

The manual furnishes the Coordinator with guide lines to aid him with his work in the area of Teacher Education and Religion. Many of the items will have multiple use. Yet, the factors involved in the study of the relationship of teacher education to religion are different enough that a publication of this nature will have value for you as you begin study of the area.

The Teacher Education and Religion Project Committee is indebted to the Local Coordinators of the Project for having gone beyond the line of duty in sharing their experiences as Local Coordinators in order that member institutions of the AACTE might profit from their experimentation.

The Committee welcomes your comments and suggestions for improving this working paper as you begin a program of study about Teacher Education and Religion on your own campus. The suggestions presented here are tentative ones which undoubtedly will need refinement from time to time.

A. L. Sebaly
National Coordinator

Oneonta, New York, 1957

A PUBLICATION OF THE
AMERICAN ASSOCIATION OF COLLEGES
FOR TEACHER EDUCATION

Subcommittee on Teacher Education and Religion

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To be sure, the areas of knowledge listed are not all-inclusive. However, if the local Coordinator has some acquaintance with areas under discussion in this part of the manual, he will find that the local program will move at a higher quality than it otherwise might. A constant frame of reference with the local Coordinator is that what is wanted, regardless of the area studied, is improved quality of teaching.

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IV. Types of Activities in Which Pilot Institutions Have Engaged in the Teacher Education and Religion Project 7
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Some observers will find this section the most valuable to them because it gives first hand experiences of the local Coordinators in their work. The suggestions which they make are from the results of working with programs on their local campuses.

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This section contains suggested readings. The list is far from being complete. It does, however, open avenues into four areas: (1) Leadership; (2) General Education; (3) Teacher Education and Religion; (4) Research.

THE ROLE OF THE COORDINATOR IN THE TEACHER EDUCATION AND RELIGION PROJECT

Part I. of this manual contains materials about eleven areas of knowledge with which a local Coordinator should be familiar before he undertakes the organization of a cooperative study, such as the Teacher Education and Religion Project, on his local campus. The eleven areas of knowledge are these:

1. The Nature of the American Association of Colleges for Teacher Education.
2. A knowledge of the nature and scope of the Teacher Education and Religion Project.
3. An understanding of the critical issues in relating religion to teacher education.
4. The types of activities in which Pilot Institutions have engaged.
5. Research in Teacher Education and Religion.
6. Techniques for enlisting faculty support of the Project.
7. Interpersonal Relationships.
8. Knowledge of other cooperative studies.
9. Use of consultants.
10. Use of fifteen Pilot Institutions for resource help.
11. A self-evaluation of his personal qualifications for the position of Coordinator.

The degree of familiarity with these areas of knowledge will vary from individual to individual. As the individual assumes the role of the Coordinator, direct experience will bring many of the areas into sharper focus.

I. THE NATURE OF THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION[1]

The local Coordinator in preparing himself for his work needs to become familiar with the manner in which the American Association of Colleges for Teacher Education carries on its work. This means that he should become familiar with Association procedure. One way to do this is to study the yearbooks, and other publications of the Association, to get an understanding of the Association's methods. If the chief administrative official of the institution retains the position of Coordinator for himself he will have this familiarity. If the experiences of the Pilot Institutions are to be guide lines, the probability is that the position, in general, will be filled by someone other than the institutional representative.

From his exploratory study the Coordinator will learn that one of the strengths of the Association lies in its decentralized approach to research problems. This conclusion implies that each member institution works for its own self-improvement. The success of the Association can be measured by how well each member institution attempts to put this philosophy into practice. This approach is one which the Association has traditionally followed in its study of the problems it has faced over the years.

As the Coordinator becomes acquainted with the work of the Association, certain key words and phrases will become a part of his vocabulary. Key phrases and words like these will become familiar to him: (1) voluntary participation; (2) procedures which have been initiated, developed, applied and revised by the Association itself; (3) programs of action which are not fixed or static; ones which have growing edges, which become modified as progress is made; (4) cooperative effort of large numbers of people; (5) autonomous institutions; (6) independent growth; (7) individuality. Soon the Coordinator realizes that what these words and phrases mean is a program of action on a local campus.

The Coordinator soon realizes that the staff of the Central Office of the Association exists to service his local campus, and that the strength of the Association lies with what is done at the local level. Yet, he further realizes that his institution is only one, regardless of type, which is working to improve teacher education. He will find, further, that the catalytic agent for the solution of problems to improve teacher education lies within the descriptive framework which can be described as voluntary cooperative action.

He will need to catch the vision which comes from voluntary action, within the local Committee - for institution-wide action - action which in turn becomes a part of a larger cooperative endeavor in the Association itself. The end result of the purposeful, cooperative action is continued improvement of the quality of teacher education.

The American Association of Colleges for Teacher Education has described itself in this manner:[1] "The American Association of Colleges for Teacher Education is a national voluntary association of colleges and universities throughout the United States, organized to improve the quality of teacher education.

"These colleges and universities are banded together to do three things. The first of these is to focus the attention of the public and of the teaching profession upon opportunities and problems existent in the education of teachers. The second purpose is to enable each member institution to draw upon the resources of cooperative action in continually improving its own program for educating teachers. Finally the AACTE is organized to conduct research and studies which will throw light upon the objectives and procedures of teacher education.

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[1] American Association of Colleges for Teacher Education Brochure. Oneonta, New York.

"The AACTE seeks to foster experimentation and individual initiative. Colleges and universities of all types are among its members; the problems they offer are varied. Only one uniform theme dominates the AACTE - the devotion to ever-improving quality in each style of collegiate teacher education."

II. THE NATURE AND SCOPE OF THE TEACHER EDUCATION AND RELIGION PROJECT[2]

The AACTE Teacher Education and Religion Project is "breaking the thought barrier" which encrusted the thinking of many who have been and are involved in work in higher education and the professional preparation of teachers.

The Project is calculated to encourage instructors to make reference to religion where it is relevant to content.

On December 1, 1953, the AACTE Subcommittee on Teacher Education and Religion defined the nature and scope of the Project in these words:

"The Committee recommends that the chief purpose of this study of Teacher Education and Religion be to discover and develop ways and means to teach the reciprocal relation between religion and other elements in human culture in order that the prospective teacher, whether he teaches literature, history, the arts, science, or other subjects, be prepared to understand, to appreciate and to convey to his students the significance of religion in human affairs."

The "primary aim of the study is to deal directly and objectively with religion whenever and wherever it is intrinsic to learning experiences in the various fields of study."

The implementation of this purpose and primary aim has been left to the discretion of the fifteen Pilot Centers throughout the country. As a result, the implementation of the Project has been as varied as there are institutions in the Project. This, perhaps, is as it should be. Experimentation should allow for differences of approach to a problem. The unifying aim of the Pilot Centers is to find ways and means of breaking thought barriers and to secure "an intelligent understanding of the role of religion in human affairs." The problem becomes one, then, of not what education can do for religion but what religion can do for education.

It was the Committee's intent that during the first two years of the Project's life that the emphasis would be upon intensive study by the faculties of the fifteen Pilot Centers. It was hoped that during this time that curriculum materials would be developed, new courses started, and new units added to existing courses. It was the Committee's intent to spend the final three years of the Project publishing and distributing data gathered and course materials printed. Further, it was intended that the fifteen Pilot Centers would assume the responsibility to "not only develop experimental materials, but, as they progressed, to serve as demonstration centers for other institutions in the area - and to encourage their participation and assistance." Apparently, the first stage of the Project was to be intensive work by Pilot Centers; the second stage, one of dissemination of materials. Pilot Centers were to assume regional responsibilities.

To the Coordinator, on his local campus, the problem is seemingly one of finding ways and means of fusing religion, as a cultural force, with the aims of general and professional education. At a practical level, this means that administrators and professors of general education, and professional education departments will have to meet together and explore their common interest: how to aid students to become better teachers. It can be seen that the AACTE Teacher Education and Religion Project becomes one which does these things: (1) examines curriculum; (2) enriches curriculum; (3) encourages instructors to make reference to religion where it is relevant to content.

An examination of point three for a moment might help to clarify what is meant by "to encourage the reference to religion where it is relevant to content."

The following example illustrates in a brief way this point. On December 12, 1953, the Beloit College Chapel burned. A few of us have seen church buildings burn - but none have expressed the event in terms of a creative poem, as did Chad Walsh in "When the Beloit College Chapel Burned, December 13, 1953." The writer quotes only a few lines from the poem. The rest of it can be read in the Christian Scholar, for December, 1955. After watching the chapel building burn down, Walsh made this observation:

> "Where will you sleep tonight, God,
> Now that you've let your house burn down?
> You don't expect to find a spare room with us, do you?
> We built you a house to call your own.
> What more can a reasonable God expect.
>
> Houseless and homeless and hunted
> by the cold winds
> God the D. P. wanders the
> broken campus with no
> card of identity."

Everyone cannot be a Chad Walsh, but each can look for examples where creativity can take place.

A more traditional example of the meaning " to encourage the reference to religion where it is relevant to content" would be in the teaching of Shakespeare. It would be difficult for a teacher of Shakespeare to understand him without knowing something of the version of the Bible which he used for his allusions.

A Project of this nature is bound to have points of tension, but the Project offers a chance for these points to be aired. Emotional as well as intellectual thought barriers may be moved. At times, seemingly, there are ambiguities in the Project, even at the local campus level. Major emphasis has been given to the study of General Education - The Humanities - Natural Sciences - the Social Sciences. Emphasis has been given to study of Professional Education. The Project, however, is not limited in scope to these areas.

The Committee's intent was that other areas should be studied as well. It can be seen that the Project will have tension points. Administrators must be willing to support teachers who experiment in this area.

What is the nature and scope of the AACTE Teacher Education and Religion Project?

1. The Project is an attempt by the AACTE to prepare better qualified teachers.
2. The Project is one which involves breaking thought barriers as to what teacher preparation should be.
3. The Project is one increasingly concerned with: (1) studies, (2) experimentation, (3) evaluation, (4) application.
4. The Project is involved in the collection of data, visits to institutions, examination of Projects, meeting with interested groups, consultations with experts in the field and with writing.
5. The Project attempts to deal directly and objectively with religion whenever and wherever it is intrinsic to learning experiences in the various fields of studies.
6. The Project examines curriculum materials and encourages instructors to make reference to religion where it is relevant to content.
7. The Project's approach is through the integrity of the discipline which a faculty member is teaching.

III. CRITICAL ISSUES IN RELATING RELIGION TO TEACHER EDUCATION [3]

1. What is implied by "teaching about religion"?
2. Is it possible to "teach about religion"?
3. How do you distinguish between "teaching about religion" and teaching religion?
4. Does the teacher need to label the subject matter as religious in order to be "teaching about religion"?
5. "Dragging religion in" versus treating religion when it is relevant to subject matter.
6. What is the relevance of the Project for the various disciplines?
7. Is there really a need for "teaching about religion" in colleges and universities? Evidence? Haven't we been doing this all along?

8. What is the value of an "objective" approach in the study of religion? Is religious literacy enough?
9. How do you avoid religious commitment in treating religion in the classroom?
10. What about an already over-crowded curriculum?
11. How objective can we be in reporting findings in this study?
12. Can we teach factual information about religion and not cause divisiveness in public schools?
13. What about resistance from religious groups?
14. What are the legal implications?
15. In a Project of this nature, is it necessary to define religion?
16. What is the nature of religious experience?
17. Is religion a necessary support for the individual?
18. What is the relation of religion to other values?
19. How can diverse points of view be brought into harmonious relationship? In what ways have faculties reached greater awareness of these qualitative aspects of experience?
20. Just what would public school and college faculties know about religion? Would they not do more harm than good?
21. Would greater agreement and understanding be fostered through identification and realization of religious belief rather than looking at religion through the diverse rituals and ceremonies that are expressive of these beliefs?
22. Is academic freedom endangered by such a Project?
23. Will such a Project meet the needs of public education?
24. What problems in religion would the public schools come in contact with most consistently?
25. Have schools the obligation to lift the morality of the community?
26. Does the Project belong in professional education or general education?
27. How can the colleges and universities best service the public schools of the area in which they are located?
28. Is a consideration of religious attitudes of faculty members and students relevant to the present study?
29. What is the difference in attitude toward "teaching about religion" between public school administrators and classroom teachers?
30. How can you best motivate faculties with respect to Project participation?
31. What criteria should be considered and procedures followed in establishing a competent Teacher Education and Religion Project Committee on the local campus?
32. Are such Committees generally representative of the faculty?
33. How do you expect to evaluate Project activities?
34. What is the best use of Project consultants?

IV. TYPES OF ACTIVITIES IN WHICH PILOT INSTITUTIONS HAVE ENGAGED IN THE TEACHER EDUCATION AND RELIGION PROJECT[4]

A typical Pilot Center's program operates under a central committee whose membership, in general, has been appointed by the president of the participating college. Generally members have volunteered for this Committee effort. Local membership may be college-wide in scope, although where university organization exists, membership is from the School of Education. The local Committee attempts to coordinate its functions with other college groups. The methods of approach of the Committees vary. Some of them meet as often as once a week. Others operate through subcommittes or individuals and rarely meet as a whole. Some members see their function as an action group. Others view their positions as a planning unit only. Inasmuch as the Teacher Education and Religion Committee on each campus initiates activity, to a large degree the success of the Project is dependent upon their initiative. Variety of approach seems to be characteristic of the procedures of these committees.

To report on the activities of any one committee does not present accurately the varied types of activities in which the Pilot Centers have worked. The following types of activities seem to be the more common ones in which they have engaged.

1. Course Revision. One of the better examples of activities here can be illustrated from the college where a group of faculty members are rewriteing the humanities offerings in the general education program. The Humanities course, carrying three semester hours of credits for each of two semesters, is taught by four professors. The four people have different specializations: one, art; another, music; a third, literature; and the other psychology, religion and philosophy. The course has four themes: (1) the intellectual approach to life; (2) the spiritual view of life; (3) the humanities approach; and (4) the search for new values.

Samplings from the section on the spiritual view of life in the medieval world indicates that the students study St. Augustine in relationship to his life, problems and ideas. They read several books from The Confessions of St. Augustine. They study Dante's Divine Comedy. The Gothic cathedral is viewed as a "supreme expression of man's aspiration toward spiritual freedom". Music is considered as the "handmaiden of the Church".

The constant focus of the four instructors of this course has been to explore continually for areas, within the Humanities course, where materials about religion are relevant. When this writer visited the class, the students were studying symbolism in the art works of Vincent Van Gogh and Paul Gauguin. It should be added that the local Committee of this Pilot Center is implementing the aims of the Teacher Education and Religion Project by attempting to create a good course in the Humanities.

2. All-College Curriculum Revision. One college is making a study of its total curriculum offerings to education majors. As the faculty has proceeded with the course analysis, one constant evaluative criterion has been to question where and where not materials about religion are relevant. Apparently this method of approach is feasible only where a college is attempting to re-evaluate its total program. The pattern of action described in this section is the unusual rather than the usual one.

3. Seminars. These faculty seminars are discussions which faculty members attend on a voluntary basis to explore the Project's implications for the faculty member's teaching and for the teaching profession as a whole. The type of programming which these meetings have taken varies with institutions. Some of the seminars have been structured to a greater degree than others. The meeting time in one college has been in the evening; in another it has been during the school day. Each institution has arranged meeting times to suit its own pattern of organization. The meetings have been weekly, bimonthly, monthly, and in some cases three or four times a year.

Seminar discussion has revealed that faculty members with differences of opinion can carry on high level discussions in the area of Teacher Education and Religion. In this way faculties have discovered the relevancy which their course materials have to education of teachers and religion. Those who have engaged in faculty seminar discussion have felt that there is value in having shared in the group process. All seem to be agreed that voluntary attendance at the seminar is the best approach.

4. Workshops. Workshops have had two types of participants attending: college representatives from public and church related colleges or universities. On the other hand, they have been established to enable elementary and secondary teachers of the public schools to meet with college representatives. In almost all situations representatives from the three major faiths in the United States have attended the workshops.

The workshops have been of two types: the one-or two-day workshop and those which operate for two weeks or longer. In general, the workshops, regardless of the length of meeting time, have been run on an action research basis. There is a trend for Pilot Centers to sponsor campus workshops for teachers who are teaching in the public schools. These workshops, generally of two weeks in length, are geared to the public school teacher in service. The purposes of these workshops have been: to explore with teachers moral and spiritual values in teacher education and to see where materials about religion are relevant in a moral and spiritual values program.

In general both types of workshops have been informative in nature. Workshop discussion has revealed that teachers from all levels of teaching can come together and talk about teacher education and religion in an intelligent, objective manner. There is little evidence, at present, to indicate how these workshops will influence the total outcome of the Project.

5. Survey. Several colleges have attempted to survey teaching practices in the area of teacher education and religion. Other colleges have been interested in securing information about attitudes of students, faculties and graduates. One college, for example, surveyed approximately 450 of its graduates who were teaching to see how well these graduates thought the college had prepared them to handle the problems they faced in their day to day teaching when questions about religion arose in a natural way. Another college invited its graduates, who were teaching in the social and natural sciences, to the campus to secure first hand information of how the college could improve its teacher education program. The Teacher Education and Religion Project has revealed that various aspects of the study lend themselves to a common research device, the survey.

6. Addition of New Courses. Some college faculties have felt that, in part, the implementation of aims of the Project could be achieved best by the addition of new courses. These courses have varied names. All have more or less centered around these points: (1) the basic religious heritage of the United States; (2) contemporary religions in the United States; (3) contemporary religions in the world. These courses have had one point in common - faculty members who have taught them have tried to keep within the frame of reference that the religious heritage of the United States is viewed within the constitutional limitations of the principle of separation of church and state.

7. Writing. The Project has stimulated various faculty members in the Pilot Centers to write essays for local and wider use as well. These writings have taken several forms. In general they have been produced for college faculty reading. The writers concerned have tried to explore in a scholarly fashion points where, in their disciplines, materials about religion are relevant. One college faculty has attempted to gear its writing to needs of the high school teacher and has attempted to point out possible leads in the subject matter areas of the secondary school. The strength of the writing projects has been to cause writers to become definitive with materials in their own fields of teaching.

8. Other Techniques. The Pilot Centers have made use of outside consultants. There has been some intervisitation between centers. Speakers have discussed the Project before the total faculty body. Various departments have discussed the nature and scope of the Project within departmental meetings.

The Pilot Centers have found that they can use these tools in working with the Teacher Education and Religion Project: (1) Course revision; (2) All-college curriculum revision; (3) Seminars; (4) Workshops; (5) Surveys; (6) The addition of new courses; (7) Writing essays and course materials; (8) Use of outside consultants both lay and religious; carry on intervisitation; and have total faculty and departmental discussion about the Project.

For those individuals who are conversant with curriculum study, many of the procedures used by the Pilot Centers seem familiar. Pilot Centers have been reassured that tools which have been effective in other fields of teacher education study are also effective in the field of teacher education and religion.

V. RESEARCH IN TEACHER EDUCATION AND RELIGION[5]

In contemplating membership for the local Teacher Education and Religion Project, the Coordinator should have one or more people on his Committee who are familiar with research techniques, not only in its action form but in the more traditional sense, too. There will be need for someone to prepare research design. Walter Cook, Dean of the College of Education at the University of Minnesota, in speaking about "Priority in Teacher Education Research Problems" at the 1955 Annual Meeting of the AACTE, remarked that: "Priorities in Research are always established in terms of the significance of the problem and the availability of the manpower and funds needed to do the job completely." The following questions can form guidelines for you as you consider possible areas of research in the area of Teacher Education and Religion.

1. What questions need answering now in the area of Teacher Education and Religion?
2. How much time will it take to collect adequate data and analyze it properly?
3. What research tools, techniques, measures, and criteria are available for solving the problem?
4. What personnel with research experience and know-how is available to do the job?
5. Are funds available for solving the problem?
6. To what degree can all-out institutional support be obtained to carry on the research?
7. What are the facilities, professional and clerical, of the institution to carry out research, to coordinate it, and to present the findings in usable form?

VI. SOME SUGGESTED TECHNIQUES FOR ENLISTING FACULTY SUPPORT FOR THE TEACHER EDUCATION AND RELIGION PROJECT[6]

In an attempt to provide some help for you with techniques of working with other faculty members, the following materials from Implementing Programs of General Education for Teachers, Pp. 28-32, are reproduced. The suggestions were designed for those individuals involved in the implementation of programs in general education. The suggestions, however, which are of practical nature, seemingly, have relevant value for those individuals seeking to further programs of Teacher Education and Religion.

TABLE XI
WAYS FREQUENTLY USED TO OVERCOME OBSTACLES TO THE TASK OF ENLISTING FACULTY SUPPORT

Obstacle	Way	Expert or Authority
a. Some of the faculty are not receptive or open minded toward new ideas.	Group and Faculty discussions	
	Committee membership and study	Snarr
	Dissemination and study of literature on general education	Snarr
	Conferences and interviews with unreceptive individuals on the faculty	
	In-Service training programs	Snarr
b. The tendency of faculty members to teach in the same way year after year is difficult to overcome.	Committee work on the improvement of instruction	MacLean
	Observation or visitation of classes of others	
	Conferences or workshops	MacLean
	Student Evaluation of instruction	
	Faculty meetings and discussion	
	Development of course syllabi	
	Evaluation of instruction	
	Departmental meetings and studies	
	In-Service education projects	MacLean
c. Faculty personnel have a greater interest in subject matter than they have in students.	Faculty counseling of students	B. L. Johnson
	Faculty meetings and discussions	
	In-Service training programs	
d. The specialized training of faculty members makes them feel that general education is unimportant and superficial.	Faculty meeting and discussion	
	Curriculum development in general education	
	In-Service Training and study	

Obstacle a - Some of the faculty are not receptive or open minded toward new ideas.

President Snarr indicates a way to overcome this resistance in the following statement in his letter:

"The initial stages in breaking down resistance is largely a matter of strategy on the part of the administration and members of the faculty who have the ability of leadership and show a willingness to participate actively in the program. The strategy consists of patience, willingness to accept progress made slowly, and persistence to move toward the goal. A significant aspect of the strategy is to recognize that occasional reversals do not lead to defeat and to have faith that any gains, however scattered, may be consolidated eventually. Another aspect is a program of in-service education for the faculty. Various means may be used: use of outside consultants who are regarded as experts in the field, providing professional literature, exchange of ideas through council and committee meetings, and making arrangements for faculty visitations to other colleges and participation in state and national conferences."

Warren C. Lovinger indicates in the following statements a way to overcome opposition to anything new:

"On most faculties there are people who are eager to work on any project which promises to improve the college program. There are likewise those who are lukewarm about it and those who are opposed to anything new which might possibly increase their work. It seems to me that the important point is to get the right people enthusiastic about the general education program... It is important in enlisting faculty cooperation to make it clear that only those who wish to work on the improvement or experiment need to do so. A little leavening may ultimately affect the whole loaf; so, even if just a few persons are willing to undertake the task, they may in the long run be able to bring others in with them."

Obstacle b. The tendency of faculty members to teach in the same way year after year is difficult to overcome.

Malcom S. MacLean indicated a way to overcome such an obstacle. "This way involves slow and strong in-service training, patience, discussion, and persuasion."

VII. INTERPERSONAL RELATIONSHIPS [7]

The Coordinator in his role as team leader of the local Teacher Education and Religion Project must execute education statesmanship in operating a program with so many facets. At times he may find that his problems seemingly multiply endlessly as the Project develops. Some of the more pertinent questions which he must ask himself are these:

1. How does one, even when interest is present, carry on curriculum study?
2. How can those teaching in the various disciplines be stimulated to re-examine their course materials?
3. How much time can be reasonably expected for Committee members to spend on the Project?

4. If the institution has a large number of faculty members and the physical plant is spread apart, how can channels of communication from the Committee to the faculty be achieved? How can faculty members make their wishes heard about Committee procedure?
5. How can one operate in an atmosphere where there may be inertia on the part of some, indifference on the part of others, or extreme zeal by still others?
6. How does one get an understanding of current religious thinking?
7. What are the issues regarding the relating of religion to education?
8. What is good teacher education?
9. How does one work with clergy?

In considering interpersonal relationships, the Coordinator must be sensitive not only to the attitudes of his Committee members but also to the general campus feeling about the operation of the Project. He must constantly remind himself that interest alone will not secure advancement. Action, besides discussion must take place if the Project is to mature. The greater the number of faculty members, the greater the geographical spread of the institution, the greater becomes the problem of individuals to have a commonness of purpose. The Coordinator has a constant problem - the study of interpersonal relationships which exist on his campus.

He constantly faces the challenge of faculty members who feel that they are doing all that a given curriculum study is meant to do. This area will be one of the most difficult in which to operate.

VIII. KNOWLEDGE OF PREVIOUS COOPERATIVE STUDIES[8]

This study should be viewed as one in a series of cooperative endeavors by those involved in teacher education in this country. The writer calls the Coordinator's attention to the work of the Commission on Teacher Education of the American Council on Education, which was directed by Karl W. Bigelow.

A conclusion, which seemingly is pertinent for the potential Coordinator, and based upon Committee experience, was that "the cooperative study discovered no satisfactory substitute for personal active sharing."

The Commission further stated:

"...we may offer the generalization that organic unity, or the widespread habit of thinking and acting with the entire institution in mind - the capacity to see things whole, is directly dependent on two factors: the adequacy of the channels of communication and the vitality of a synthesizing purpose held in common. This does not mean, of course, that all members of a faculty should be serving on some study committee all the time. It does mean, on the other hand, that enough members of the staff should engage in such activities sufficiently often to understand the viewpoints of colleagues when expressed orally or in reports. A significant working majority needs to acquire the comprehensive outlook at first hand. In our observation, at least four major agents were noted in operation by means of which the above two factors were kept in what may be called working condition.

(1) "In the first place, no trend toward organic unity got started anywhere or was kept moving without active leadership.
(2) "A second agent of equal importance was the genuine satisfaction of the participating staff.
(3) "A third agent worth emphasizing, though it was found to be indispensable in the same sense as the first two mentioned, was the college-wide or all-faculty conference.
(4) "Finally, and in some respects the most powerful agent of all for maintaining both adequate communication and the vitality of a synthesizing common interest, was the presence on a particular campus of some effective manifestation of concerns larger than those of departmental or even institutional scope."

A Teacher Education and Religion Project Coordinator could with profit become familiar with work of the Commission on Teacher Education.

IX. LOCAL CAMPUS PREPARATION FOR CONSULTANT

In preparing for a visit of a consultant to the local campus, apparently there are several things which the local Teacher Education and Religion Project Committee should do if the most productive use is to be made of the consultant's time. The following are the major areas in which decisions should be made.

1. Need for a consultant
2. Purpose of his visit
3. Mechanics
    a. Housing arrangements
        (1) Travel connections
        (2) Accommodations
        (3) Hospitality
    b. Schedule
        (1) Agree ahead of time on his use
        (2) Se that he has schedule
4. Publicity about consultant, his work, and date of visit
    a. Faculty notice
    b. Local paper
    c. College paper
    d. Radio (or college radio)

5. Use of consultants
    a. A process person
    b. An expert
    c. Evaluator
6. Selection of consultant
    a. Expense
    b. Job to be done
7. Follow-up
8. What other consultants have done

1. Need for Consultant. The services of a consultant are desirable when the local Committee feels that there are problems to be faced which require more knowledge and experience than the local Committee members themselves have to offer.

2. The Purpose of Visit. There should be a clearly defined purpose for the consultant's visit. There should be a clear picture in the Committee's mind of what they expect to get from the consultant during his visit. The reverse should be true, also. The consultant should have a clear picture of what his responsibilities are to be in visiting a specific campus.

Seemingly, it would be a questionable practice for a Committee to invite a consultant to a campus and then use him to lecture to various classes merely because he happened to be on campus. If he should lecture to individual classes, there should be a purpose for it.

3. Mechanics of visit: (a) Housing. The Coordinator, or someone he delegates, should see that things work as smoothly for the consultant's visit as possible. Basically the consultant, if he comes from any great distance, is concerned with (1) his travel connections, (2) his living accommodations, (3) his time schedule on campus.

Someone on the local campus can see that these minimum essentials are cared for. Beyond this the local Committee can do as it feels best about hospitality.

(b) Schedule. The local Committee should agree with the consultant ahead of his visit as to what use will be made of his time on campus. If at all possible, the consultant should have a copy of this schedule ahead of time.

4. Publicity about the consultant, his work, and date or dates of visit. Local campus groups have used a variety of methods to inform others about the consultant's visit. The chief ones are: (1) faculty notices, (2) Local paper, (3) college paper, (4) local or college radio.

5. Use of Consultant. The local Committee should have a rather clear picture of how it wishes to use the consultant. If the Committee expects him to do one thing and he does another, mutual satisfaction is not likely to result.

Consultants have been used in various capacities: (1) process persons, (2) experts, (3) evaluators, (4) status.

(1) In the capacity of process persons, they have assumed some of the responsibilities of a discussion leader in helping a local group clarify their problems, identify new problems and, in general, carry the thought processes forward.

(2) As experts, consultants have been used to solve problems, give definite answers to questions, and propose methods of doing things. They have assumed the role of knowing answers.

(3) As evaluators, consultants have been used to give opinions of what they think of the local program. Too, they have been asked to give opinions of how the situation which they are in compares with other programs they have seen.

(4) As status persons, consultants have been used to bring prestige to bear upon the Project.

6. Selection of a Consultant. The local Teacher Education and Religion Project Committee decision about use of a consultant reverts to the needs and purposes for one. Other items of consideration would be the availability of a person, and the expense which he might entail in coming to a given campus.

7. Follow-up. Probably the area where consultative work can be weakest has been on follow-up of the consultant's visit. This seemingly could be true of the actions of the local Committee as well as that of the consultant. Unless specific plans are made for some follow-up of a consultant's visit, it will be difficult at a later date to pursue the stimulation which he may have upon the Project.

8. Use of Same Consultant Again. If the local Committee is working on a long-range problem, often it has been found that the use of the same consultant for more than one visit is necessary. In any case, repeated visits should have the same degree of care as one visit.

9. Use of Different Consultants for Same Problem. The same procedure can be followed as has been listed. There is a difference of opinion as to whether one consultant should be told of what another consultant has said or done on a given campus. Yet experience has shown that when a Committee working on a continuous problem seeks the advice and service of different consultants, it is wisest and kindest to inform these consultants that, because two or more points of view are thought desirable, help is being sought from more than one source. The consultants themselves may care to correspond or to confer about the problem and about the institution they are visiting. This matter is discussed in greater detail in the publication The Role of the Consultant.

In any case, in using a consultant, mechanical rules or devices as to his best use should give way to a flexibility to fit the purposes of a given faculty which is using an outside person as a consultant.

Summary. The consultants can be used at any stage of the Project's development. If they are used early in the time sequence, they can have a stimulating effect on faculty thinking. Careful planning should go into the selection of a consultant. More time should be spent in planning for his use.

X. USE OF THE FIFTEEN PILOT INSTITUTIONS FOR RESOURCE HELP

The local Coordinator can draw upon the experiences of the Teacher Education and Religion Project Committee in the fifteen Pilot Institutions. By writing to them the Coordinator can get help with specific problems. Further, he can draw upon the backlog of materials which has been collected in the Central Office. Help can be obtained in getting names of consultants, bibliographical materials, information about organizations, and the names of individuals who have developed a leadership role in the Project.

The following individuals are local Coordinators in the Teacher Education and Religion study at the institution indicated. If one is located in your region, you may wish to call upon him for aid.

Dr. Louise Antz, Chairman, Philosophy of Education Department, School of Education, New York University, New York, New York

Dr. Harold Bernhard, Director, Bureau of Religious Activities, Iowa State Teachers College, Cedar Falls, Iowa

Dr. Raymond J. Bradley, Professor of Education, Macalester College, St. Paul, Minnesota

Dr. Donald P. Cottrell, Dean, College of Education, The Ohio State University, Columbus, Ohio

Mr. Leonard Gernant, Associate Director, Field Services, Western Michigan University, Kalamazoo, Michigan

Dr. James Gladden, Associate Professor of Sociology, University of Kentucky, Lexington, Kentucky

Dr. Herbert Gurnee, Professor of Psychology, Arizona State College, Tempe, Arizona

Dr. J. D. Haggard, Assistant Professor of Mathematics, Kansas State Teachers College, Pittsburg, Kansas

Dr. Mahlon Hellerich, History Department, State Teachers College at Towson, Baltimore 4, Maryland

Dr. Leo W. Jenkins, Dean, East Carolina College, Greenville, North Carolina

Dr. Charles R. McClure, Professor of English, Oregon College of Education, Monmouth, Oregon

Dr. Frank Rainwater, English Department, State Teachers College, Troy, Alabama

Dr. Seward W. Salisbury, Chairman of Department of Social Studies, State University of New York Teachers College at Oswego, New York

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Summary. The Coordinator of a Teacher Education and Religion Project on a local college or university campus has a challenging assignment in view of the multiple facets to his job responsibility. The Coordinator will find, however, that in his own professional preparation he has acquired, to a degree, knowledge in many of the ten areas discussed. Purpose will determine the degree to which the Coordinator will work at the given task of seeking the reciprocal relationships between religion and other elements in the human culture.

XI. PERSONAL QUALIFICATIONS OF THE COORDINATOR

Administrators in the Pilot Institutions of the Teacher Education and Religion Project have identified the following characteristics as the ones which they consider desirable for a Coordinator to have. It should be recognized at this point that the list represents a composite picture, rather than the qualities of any one individual.

1. A person with status, but not a newcomer to the faculty group.
2. One who has the ability to work well with others, preferably one who has a knowledge of the group process.
3. One who has a comprehensive knowledge of the workings of the college or university.
4. One who has a knowledge of the abilities of the faculty.
5. One who has an interest in experimentation and/or research, perhaps the ability to do it himself.
6. One who respects differences of opinion and understands the role of religious freedom in the United States.
7. One who has some understanding of current religious thinking.
8. One who is aware of the issues regarding the relating of religion to public education.
9. One who is energetic and willing to work and has a reputation for getting things done.
10. One who has a broad education.

For the reader who wishes a more comprehensive discussion of these qualities, he should refer to the original list in the Role of the Administrator.

The qualifications of a local Coordinator, which were enumerated by administrators in Pilot Institutions, and listed above, have been put into chart form in order that a prospective local Coordinator of a Teacher Education and Religion study can assay his characteristics prior to beginning the Project.

The following chart will help you evaluate your potential as a Coordinator.

PERSONAL QUALIFICATIONS OF THE COORDINATOR

	+3	+2	+1	0	-1	-2	-3
1. What is your status on campus?							
2. What is your ability to work with others?							
3. What is your knowledge of the group process?							
4. What knowledge do you have about the workings of your college or university?							
5. What is your knowledge of the ability of your fellow faculty members?							
6. What is your interest in experimentation and research?							
7. What is your ability to do research?							
8. To what extent do you respect differences of opinion?							
9. To what extent do you understand the role of religious freedom in the United States?							
10. To what extent do you understand current religious thinking?							
11. To what extent do you understand the issues regarding the relating of religion to public education?							
12. To what extent are you energetic, willing to work, and have a reputation for getting things done?							
13. What is your knowledge of general education?							
14. What is your knowledge of professional education?							
15. To what extent are you willing to learn the things you do not know about the job?							

Key: + 3, very strong; + 2, moderately strong; + 1, slightly strong; 0, no appreciable influence; -1, slightly weak; -2, moderately weak; -3, very weak

What did you find were your strengths? Your weaknesses? Your willingness to learn?

Part II of this manual is based on answers to a questionnaire which was sent to Coordinators in Pilot Institutions of the Teacher Education and Religion Project during the summer of 1956. The materials presented are descriptive of the practices in various Pilot Institutions. The materials discussed center around these areas of interest: (1) The types of integration of the local Teacher Education and Religion Project Committee with other college committees and administrative structure; (2) The recommendations by Coordinators of the relationship which a local Teacher Education and Religion Project Committee should have to the rest of the college or university; (3) Local Committee mechanics; (4) Successes which an institution can expect in participating in a Teacher Education and Religion Project; (5) Factors which have made this Project an easier one on which to work than other types of studies in which the institution has engaged; (6) Obstacles which might be encountered in a study of this nature; (7) Ways in which this Project has been a harder one on which to work than others in which the institution has been engaged; (8) Suggestions to others who might be considering starting a Teacher Education and Religion Project on a local campus; (9) Opinions how some of the Coordinators in the Pilot Institutions would carry on the Teacher Education and Religion Project if they could begin all over.

As much as possible, direct quotations from the local Coordinators are used to illustrate the points under discussion.

I. WHAT SHOULD THE RELATIONSHIP OF THE TEACHER EDUCATION AND RELIGION PROJECT COMMITTEE BE TO THE REST OF THE COLLEGE OR UNIVERSITY

The Committee's purpose(s) will determine to a large degree its organizational structure as well as its relationship to the rest of the college or university. Seemingly the lines of Committee responsibility should not be so sharply defined, at first, as to limit activity; neither should they be so loosely construed as to lose purpose. Perhaps the criteria for relationship should be found in the answer or answers to the questions: What is the job of this Committee? What is it intending to accomplish? How does it fit into the rest of the college structure?

In the final analysis, local interest and need will determine the organizational structure which is established to coordinate a Teacher Education and Religion Project on a given campus. Interest and need in turn are dependent to a large degree on a definition as to what are good learning experiences for a student in a given college. Structural organization should give way to good human relationships rather than the reverse in promoting the purposes of a study on a given campus. In some cases the Committee organization will be highly structured; in another it may be nothing more than an informal grouping of people who meet to discuss a problem of mutual interest.

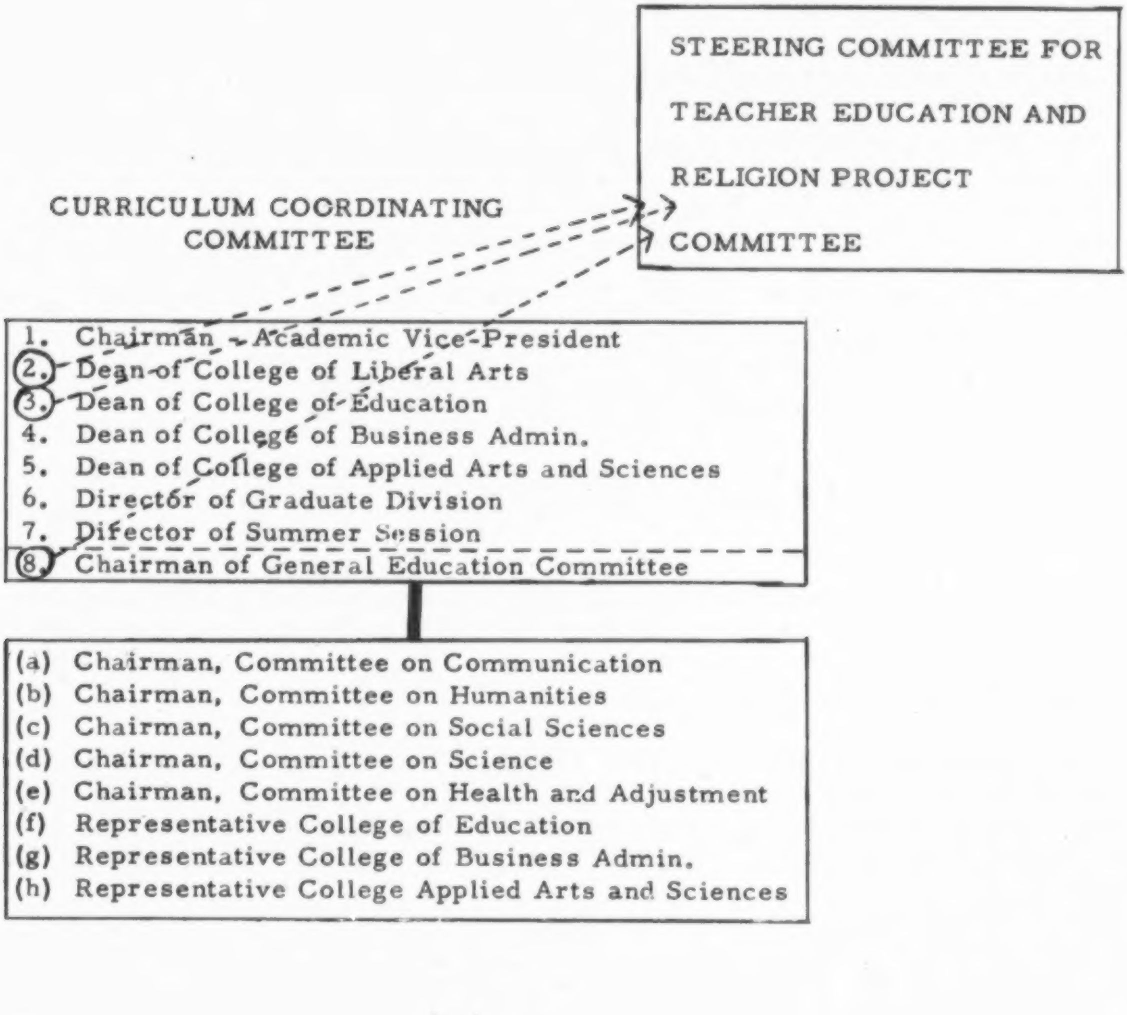
An examination of the degree of integration which local Teacher Education and Religion Project Committees have achieved with other college committees and administrative structures might help the Coordinator and his Committee, with administrative help, to reach a decision as to the place the Teacher Education and Religion Project Committee will occupy on a local campus.

II. THE TYPES OF INTEGRATION OF THE LOCAL TEACHER EDUCATION AND RELIGION PROJECT COMMITTEE WITH OTHER COLLEGE COMMITTEES AND ADMINISTRATIVE STRUCTURE

The types of integration of the local Teacher Education and Religion Project Committee with other college structure which have emerged from the practices of the various Pilot Centers during the first three years of the Project's existence are these:

1. CLOSELY INTEGRATED RELATIONS

Integrated Working Relationship



STEERING COMMITTEE FOR TEACHER EDUCATION AND RELIGION PROJECT COMMITTEE

CURRICULUM COORDINATING COMMITTEE

1. Chairman - Academic Vice-President
2. Dean of College of Liberal Arts
3. Dean of College of Education
4. Dean of College of Business Admin.
5. Dean of College of Applied Arts and Sciences
6. Director of Graduate Division
7. Director of Summer Session
8. Chairman of General Education Committee

(a) Chairman, Committee on Communication
(b) Chairman, Committee on Humanities
(c) Chairman, Committee on Social Sciences
(d) Chairman, Committee on Science
(e) Chairman, Committee on Health and Adjustment
(f) Representative College of Education
(g) Representative College of Business Admin.
(h) Representative College Applied Arts and Sciences

2. Liaison Relationship. "From the beginning the Committee has worked to draw as many other faculty members, departments and schools into the work of the Project as possible. For example, (1) The heads of all departments were invited to work with the Committee and the members of their departments in preparing the syllabuses which explained the place of religion in certain courses. (2) In the 1955 Summer Workshop faculty members from different schools and departments, as well as visitors from other colleges, participated. Certain classes whose work was directly related to the subject under discussion were dismissed for the workshop. (3) The 1956 Summer Workshop was sponsored by the School of Education, but faculty members and students from the Schools of Arts and Sciences, Music, and Business participated. Some faculty members and students from the Laboratory School and student teachers in the School of Education had important parts on the program. (4) Whenever a national consultant has come to the campus, the Committee has always invited all faculty members interested in the Project to meet and work with the consultant. (5) In 1955, one consultant spoke at the district meeting of the State Teachers Association. (6) The Committee has also exercised its right to appoint subcommittees, such as Workshop Committee, Research Committee, Publications Committee, to work on the Project."

The relationship of the Committee to other committees, departments and schools has been a close working relationship.

3. Interrelated Through Broad Representation on Committee. (a) "At the present time the Committee on Teacher Education and Religion is one of the broadest, from the standpoint of representation, of any committee in our college. The Committee sees itself as absolutely integrated in the total college pattern.

"If the Committee proposes, as it has, the addition of certain courses in religion to be offerings of the college, the recommendation goes to the Curriculum Committee and Educational Policies Committee.

"If the Committee is interested in certain phases of research, as it has been, the recommendation may go to the Research Department for requests for assistance.

"If the Committee is interested in establishing special workshops for the benefit of school teachers, the services of the Education Department are requested. This, too, is an area which we have brought to fruition, a workshop that will be taught during the summer of 1956.

"If the Committee sees phases of the Project that have some bearing on general education offerings, attempts are made to work with the instructors in those areas. For example, we have had consultants in the field of the Humanities on our campus working with our people in regard to promoting the purposes of the Project.

"In regard to the in-service training of teachers, we have at present a subcommittee working on a conference for public school teachers to be held in this area in the fall of 1956. In this regard, we are also cooperating with two other colleges who will have similar conferences in their own area.

"On our campus this is not an 'isolated' Committee. It has open to it all the avenues of operating the college that will lead to constructive results in curriculum improvement.

"In the first place the Teacher Education and Religion Project Committee is not a policy group, and thus its effect on the total program of our school comes primarily through counsel, advisement, etc."

(b) "Being as representative as it is, the Committee has on its membership faculty from almost every other committee of the institution; for example, the Dean of Instruction is a Teacher Education and Religion Project Committee member as well as Chairman of the Curriculum Council. Many heads of departments are Teacher Education and Religion Project Committee members.

"Thus, suggestions from the Teacher Education and Religion Project Committee are sometimes carried into staff or curriculum meetings for their consideration and/or perhaps adoption."

4. Interlocking-Directorate. "The members of our Committee and those on other committees may, therefore, form a kind of interlocking-directorate with direct contact with all parts of our institution and its program."

5. Interrelated Through General Education Committee. "The Committee is closest to the General Education Committee since three members of the Committee hold concurrent memberships. The Curriculum Committee is distinct from, the Research Committee functions within a limited frame of reference, and the Education Committee functions more or less independently of other committees."

6. A Consultative Relationship. "The Committee considers itself to be empowered to consult with all other units in the administrative structure of the college and to make recommendations to those units."

7. An Informal, Unofficial, Advisory Relationship. "We work closely with the rest of the committee structure of the college in informing the college community and committees of our progress and in calling upon other committees for help and advice. We met with all departments early in the Project to inform them of the nature of the Project and to learn of their questions and suggestions."

"The group is purely voluntary, unofficial, and advisory."

8. No Relationship. "No relationship."

No attempt is made in this manual to evaluate the effectiveness of these relationships. What type of relationship a Teacher Education and Religion Project Committee would have to the rest of a college or university is a matter of local choice.

The Coordinators in the various Pilot Institutions recommended that the Teacher Education and Religion Project Committee should have the following relationship to the rest of the college or university.

III. RECOMMENDATIONS BY COORDINATORS TO OTHERS AS TO THE RELATIONSHIP TEACHER EDUCATION AND RELIGION PROJECT COMMITTEE SHOULD HAVE TO THE REST OF COLLEGE OR UNIVERSITY

1. "Committee should be established in same way any other important committee is established on a given campus."
2. "Committee should have same status as any important committee on campus."
3. "Administrative participation."
4. "Informal contacts with others seem better than formal."
5. "Voluntary participation."
6. "Careful attention to communication."
7. "Allow time for careful deliberation of work of committee."
8. "No place for coercion or speed in Project."
9. "Study conditions and climate of institution."
10. "Avoid any attempt at coercion."
11. "Fit study into prevailing structure and not impose."
12. "Should be conditioned by local situation."
13. "Needs close cooperation between administration and staff of Committee.

One local Coordinator suggested that the relationship of Teacher Education and Religion Project Committee should have to the rest of a college or university should be this:

"Should have the administrative blessing through participation on the Committee and with the sponsorship and encouragement of college-wide activities; i.e., a writing project, a college-wide dinner for visiting consultants, seeing to it that all departments and major divisions of the college are represented on the Committee and participate in the program."

"This suggestion does not mean that a great deal of good and value may not be enjoyed by the concentration of the Project within one or two of the academic disciplines. This has been largely the case with us, and we are agreed that much of value and development has resulted with this segmental concentration."

The general conclusions are that: (1) The Committee should be created in the same way as other campus committees. (2) To allow the Committee to operate at its own rate of speed. (3) The Committee's pattern of organization should fit into the prevailing campus patterns. (4) Some administrative participation in Committee activity was desirable.

This subsection is concerned with the mechanics of the operation of a local Committee. Five sub-divisions are listed; (A) The degree to which a local Teacher Education and Religion Project Committee should be a planning or action one; (B) Meeting time; (C) Faculty time to work on the Committee; (D) Local Coordinators' suggestions about the use of faculty time to work on the Teacher Education and Religion Project; (E) Local Coordinators' general suggestions of things to consider in establishing a Teacher Education and Religion Committee on a local campus.

IV. (A) THE DEGREE TO WHICH TEACHER EDUCATION AND RELIGION PROJECT COMMITTEE COORDINATORS VIEW THE COMMITTEE AS A PLANNING OR ACTION GROUP

The majority opinion seems to be that the Teacher Education and Religion Project Committee is viewed both as a planning and action committee. Through the various Pilot Centers there was a range of variations from a dual function committee to these variations:

1. "A Committee, more of a planning, exploring, defining type of work."

2. "Planning group - a steering committee. Most of the actual work is done by the various committees on general education and curriculum committees of the College of Education."

3. "The large Teacher Education and Religion Committee consisting of thirty-four members is probably chiefly a planning group. However, through subcommittees we are getting results as far as action is concerned... At the present time we have action committees in such areas as planning conferences for public school teachers and inplanning a graduate course in the field of Moral and Spiritual Values. Other committees are doing research. In general, it might be said that the over-all committee is the planning group and then if we see areas where action should take place, subcommittees are formed to implement our goals."

4. "Planning and study, mainly. Action in the form of writing and proposals to the faculty is contemplated."

5. "The work of our Committee revolves mostly around the activities carried on within three of the courses in the general education sequence. Since it is not integrated into the administrative organization, its scope and impact upon the total college faculty is somewhat limited."

IV. (B) THE OPINIONS OF A SAMPLING OF LOCAL COORDINATORS IN PILOT CENTERS AS TO HOW OFTEN A TEACHER EDUCATION AND RELIGION PROJECT COMMITTEE SHOULD MEET

The evidence seems to indicate that three or four meetings a semester is adequate. The range of variation, however, went from those who felt weekly meetings should be held to those who felt meetings should be called as needed.

The following quotations from some of the local Coordinators express this range of variations:

1. "Once every two weeks. Seems about right."

2. "We met weekly for some time and now every other week."

3. "Our Committee meets at least once a month. However, at times when it is working on certain projects, it will meet as often as once in every week. Probably regular semi-monthly meetings would be best. Still some elasticity is essential to meet the demands of the program."

4. "(a) Monthly, but oftener when necessary."

5. "About three times each semester. Oftener, depending, of course, upon the nature of the program being carried on at the respective college."

6. "Three or four times a semester, as problems arise, on call of the Coordinator."

7. "About four times a semester. Toward the beginning of the Project, more frequently."

8. "All committees meet according to the amount of business there is to be transacted. We have not established regular meeting days. This may be desirable, however."

"We have found it effective to call a meeting of the over-all Committee as it appears to be needed, and then allow the chairmen of the subcommittees to call their own meetings. Reports of the subcommittees are filed with the chairman of the over-all committee and are also duplicated in quantity for all members of the Committee."

"The matter of number of meetings is probably one that should be decided by each college. Our Committee has so many people on it who also serve on other college committees that I do not feel it would be wise to set regular meeting dates. This Committee was added to their other responsibilities and, therefore, we do not call a meeting unless we have a pretty good agenda to work on."

9. "About six times per year."

IV. (C) LOCAL COORDINATORS' ANSWERS TO THE QUESTION OF WHETHER FACULTY MEMBERS WHO WERE ON THE TEACHER EDUCATION AND RELIGION PROJECT COMMITTEE WERE GIVEN ANY TIME TO WORK ON THE COMMITTEE -- EITHER BY REDUCTION OF TEACHING HOURS OR OTHER METHODS

In general, the conclusion was that faculty members who worked on the Teacher Education and Religion Project have not been given any reduction of responsibility from other work to carry on Committee activities.

In several cases, local Coordinators have been given some reduction in the work load to carry on the activities of the Project.

The following are typical statements from local Coordinators about this topic:

1. "No. Since most of the work done on the Project has been within established courses, it has not seemed necessary to the administration to release faculty for work on the Project."

2. "No reduction of load except for Coordinator who has a slight reduction in teaching hours in connection with the development of the new general education."

3. "A faculty person will be given time this fall to give full time to helping us with the Project in one of our special projects in the field."

4. "No. Our participation is voluntary and in addition to regular duties."

5. "The Chairman, alone among the members of the local Committee, is given a reduced teaching load to carry on the work of the Project."

6. "All faculty members on the staff of any institution, it seems to me, should expect to participate in the work of one or more major committees at the institution. However, it is fully realized that there are limits to both time and energy that can be effectively devoted to any projects, particularly when faculty members are already serving on many other committees. At our institution, as far as I know, no one has a reduction of teaching hours to work on the Teacher Education and Religion Committee. We have all accepted this as an institutional committee assignment."

IV. (D) LOCAL COORDINATORS' SUGGESTIONS ABOUT USE OF FACULTY TIME IN WORK ON THE TEACHER EDUCATION AND RELIGION PROJECT

The conclusions seem as varied as the institutions. The following quotations from the Coordinators indicate the range of variation in the practices of the Pilot Centers.

1. "As soon as possible a full time person should be given the major responsibility for continuing the several projects which the Committee has developed and for providing leadership in research and planning further advances which might be attempted."

2. "It would likely depend on the degree of involvement. If some reduction of teaching load is allowed, then obviously more in the way of real research and planned activity can go on."

3. "I believe it is important that the administration make time available to at least one member of the Committee to give more concentrated attention to the Project. We would surely recommend this by way of experience."

4. "Reduction in load is desirable, almost a necessity, if the Project is to get the attention it requires."

5. "An institution will get from the Project just what they put into it. A well thought out program that involves all departments of the college would justify some release of faculty time in its (the Project's) interest."

6. "Depends on what the institution is able to undertake in this area, and, of course, upon what it needs to undertake."

7. "This Committee assignment should be like any other committee assignment. If it is the practice of the college to give faculty members time off or extra remuneration for committee work, the same practice should be followed with this committee."

8. "If a person is teaching a twelve or fourteen hour load on campus, it is conceivable that the chairman and perhaps two or three other persons on the Committee might be given reductions in teaching load in order to make possible the more effective implementation of the Project on the campus. However, there is not guarantee that this result would come about. The scope of the Project is so broad that it would be possible perhaps for a man to spend half his time promoting the purpose of the Project. I doubt, however, if this would be good. It would throw the purpose of the Project out of line with the purposes of equally good projects that may be operating on college campuses. The only reason I would suggest a reduction in load, if a chairman happens to be a teaching faculty member, is that it would give him time to do the tremendous amount of detail and paper work involved in planning meetings, calling meetings, and checking on things in general. I have no further suggestions on this point."

IV. (E) RECOMMENDATIONS FROM LOCAL COORDINATORS OF THE TEACHER EDUCATION AND RELIGION PROJECT OF THINGS TO CONSIDER IN ESTABLISHING SUCH A COMMITTEE ON A LOCAL CAMPUS

The recommendations were these:

1. "Depends upon each local situation."

2. "By all means make the membership voluntary."

3. "For the greatest effect and impact upon the work of the college, such a committee needs to have the full support of the administration. In other words, the administration should make the Project a major emphasis at the college and use all the many ways and means of leadership, resources, rewards, etc., which are at the disposal of the administration."

4. "In establishing a Committee in this area of Teacher Education and Religion, it is a good idea first to have a meeting to which are invited representative faculty personnel to make sure that they feel the Project is a desirable one for the campus as a whole. Committee members should then be selected by the administration and the chairman of the Committee so that a broad representation from the various departments is assured. In some cases it may be wise to begin with the interim Committee and then enlarge it later as a need for subcommittees develops. It is important, too, to allow faculty members a chance to volunteer for Committee membership, so that no good persons are overlooked."

5. "The Committee should include key personnel of curriculum Committees plus one or two representatives of the administration. In other words, both the teaching faculty and the administration should be represented."

6. "To give the Committee importance and official sanction, the Coordinator and some other Committee members should be members of the administrative staff. All Committee members should be persons and scholars of influence."

7. "No particular recommendations other than the Committee be as representative of the college as possible"

8. "Be sure that each member truly desires to serve."

9. (a) "Invite students to serve on the Committee." (b) "Invite faculty to serve not primarily because they are active church workers but rather because they are interested in the relationship of education and religion."
(c) "Inform the Committee of projects undertaken at other Pilot Centers as well as of the objectives of the Project." (d) "The Committee must be free to determine its functions and program in view of the local situation."

10. (a) "Make it large enough to be representative." (b) "Its members should be liberal in their points of view." (c) "Should include persons from all locally sponsored religions, both men and women."

The reader could draw these conclusions about Teacher Education and Religion Project Committee on any given campus: (1) To understand the function of the Committee on a specific campus a study of that institution would have to be made. Whether a Committee is a planning or action group, or both, is a matter of local choice. (2) How often a Committee will meet, again is a matter of local decision. (3) The conclusion, about faculty time, seemed to be that faculty members who participated in the Teacher Education and Religion Project were not given any reduction in teaching load or other responsibilities to carry on Committee activities. (4) Coordinators felt that some reduction of load to carry on study was desirable. (5) The general suggestions for Committee procedure were broad and varied.

This subsection discusses the successes which a local Teacher Education and Religion Project Committee can expect, as well as the factors which have made this Project an easier one on which to work.

V. SUCCESSES WHICH AN INSTITUTION CAN EXPECT IN PARTICIPATING IN A TEACHER EDUCATION AND RELIGION PROJECT BASED ON A SAMPLING OF OPINIONS FROM COORDINATORS IN PILOT CENTERS

1. "In clarifying the nature of the Project and getting the issues before the college community and the schools."

2. "Some faculty members will have an opportunity to show their strength."

3. "There will be some stimulating meetings of minds."

4. "Increased insight into teaching a specific subject."

5. "Stimulation to reevaluate course materials by various professors."

6. "A renewed interest in curriculum improvement and curriculum change."

7. "Suggestions for new courses that might not have been suggested if the college were not participating in the Project."

8. "The addition of faculty members whose job is to carry out some of the purposes of the Project."

9. "Contacts with other colleges working on the same problem which, in the case of this particular Project, have been productive of most cooperative results."

10. "Some faculty members may be stimulated to do writing in this area which they would not otherwise do."

11. "The contacts of the college with public school people will naturally expand as they get into the Project. It is impossible to ignore the needs of the public school teachers now on the job if this Project is going to have any success on your campus."

12. "Increased confidence on part of faculty to study curriculum problems."

13. Much "honest thinking among faculty on the 'why' of education."

14. "Improved communication between various departments of college."

15. "Increased awareness of the need to constantly restudy teacher education programs on the local campus."

VI. THE FACTORS WHICH HAVE MADE TEACHER EDUCATION AND RELIGION PROJECT AN EASIER ONE ON WHICH TO WORK THAN OTHER TYPES OF STUDIES IN WHICH THE INSTITUTION HAS BEEN ENGAGED, BASED ON SAMPLING OPINIONS OF LOCAL COORDINATORS

1. "While all Projects in which this college has been involved have been characterized by a spirit of cooperation, I think that the atmosphere in which this Project has developed has been an unusual one in that regard."

2. "The national office of the AACTE, with its coordinators, has been more than cooperative in giving us help at all points. The meetings that have been held on both a regional and national level have been very helpful to the members of our Committee."

3. "My own reaction is that the Committee members have felt perfectly free to go ahead in any direction which they chose which is reasonably within the purpose of the Project, and see to what extent they can make improvements in line with the purpose of the Project."

4. "This has probably looked from the standpoint of the national office as though a wide variety of activities have been going on in the various Pilot Institutions. All this may be so; I would venture to guess that the chairman of every committee in every local institution will also say that the lack of specific direction from the national office has been one of the strongest points of this particular Project. It has given us the challenge of using local initiative to define our own goals in our own way."

5. "The absence of a rigid structure to the Project has served to permit individual initiative and allowed a great deal of flexibility, depending upon local circumstances and interests."

6. "On the other hand, the use of consultants and leaders on the local level has helped provide background material as well as inspiration. These are not generally found in other committees."

7. "There is great student interest in information about other religions than their own. Therefore, our students are most receptive to anything that we do in our courses that involves religion."

8. "Workshops, materials, and services supplied by National Headquarters have made the study easier than it might otherwise have been."

9. "Those faculty members who are interested in and concerned with the Project are willing to give generously of their time, thought, effort."

10. "As a rule those who have informed themselves about the Project have become convinced of its relevancy to the preparation of teachers."

11. "Everybody (almost) wants to do something about this Project."

12. "It is easy to put heart into a Project you believe in."

This subsection discusses the types of obstacles which an institution might encounter when it attempts to set up a Teacher Education and Religion Project on a local campus. It is also concerned with Coordinators' opinions of how this Project is a harder one on which to work than others in which the institution may have been engaged.

VII. SOME TYPES OF OBSTACLES WHICH MIGHT BE ENCOUNTERED IN AN INSTITUTION WHICH ATTEMPTS TO SET UP A TEACHER EDUCATION AND RELIGION PROJECT ON A LOCAL CAMPUS. THIS LIST IS BASED ON A SAMPLING OF OPINIONS FROM COORDINATORS IN THE VARIOUS PILOT CENTERS

1. "Undue pressure."

2. "Lassitude toward whole idea."

3. "Undertaking to teach without proper scholarly preparation and resources."

4. "Problem of maintaining interest among the faculty."

5. "The major obstacle will probably be the inertia of many individuals who gave their assent to the Project in a vague, well meaning way but who do not participate actively in its projects."

6. "Lack of time; human tendency to inertia."

7. "Some faculty will suspect the motives of the Project; others will misunderstand."

8. "A certain amount of inertia on the part of faculty members until the word 'religion' is properly understood."

9. "There may also be certain prejudices that must be overcome which are aroused simply when some persons hear the word 'religion'."

10. "The greatest obstacle to us has been the proper explanation of the study to the general faculty."

VIII. THE WAYS IN WHICH COORDINATORS HAVE REPORTED THAT TEACHER EDUCATION AND RELIGION PROJECT IS A HARDER ONE ON WHICH TO WORK THAN OTHERS IN WHICH THEIR INSTITUTION HAS BEEN ENGAGED

1. "Suspicion by some faculty members at first that this was an attempt to indoctrinate students."

2. "At first some faculty members felt the Project was too vague to achieve practical results."

3. "A good deal of inertia must be overcome in getting the work started."

4. "There are many more prejudices to overcome in this area than with other Projects."

5. "Negative attitude by some faculty members."

6. "Biases of some faculty introduced emotional difficulties (pro and con)."

7. "Lack of adequate background to do study."

8. "Feeling that local campus is more or less on its own."

9. "Lack of time to carry on study."

10. "Success is dependent on securing cooperation of rest of faculty."

11. "Difficulty of reaching common understanding."

12. "We find everyone has decided opinions about this problem."

13. "There is a delicacy here, while other matters may be approached more directly. There is also less familiarity with the roots of the problem."

One Coordinator expressed the degree of difficulty of this Project in this manner:

"This problem seemed a bit difficult in the beginning because it was necessary to arrive at some understanding as to whether we were going to define the word 'religion' or not. It was necessary to be particularly diplomatic with certain faculty members who have very positive or negative reactions when they hear the word 'religion'."

"We approached this at once as a project in curriculum improvement. We were convinced that the broad area of religion as a phase of man's development should be recognized wherever appropriate in courses taught on this campus. However, we wished not to direct the faculty along these lines in such a way that they would regard it as dictatorial action. The Project is difficult, then, in the sense that it is different from projects in which you could arrive at a general agreement and tell everybody to follow it. This is one where a faculty member has to take steps himself to initiate changes in his courses, and only then will the desirable curricular changes be brought about."

"It was also different perhaps in that it cuts across so many departmental lines."

IX. GENERAL SUGGESTIONS TO OTHERS WHO MIGHT CONTEMPLATE STARTING A PROJECT ON TEACHER EDUCATION AND RELIGION IN THEIR INSTITUTION BASED ON SAMPLINGS OF OPINIONS FROM COORDINATORS IN THE PILOT CENTERS

1. "Committee members should be selected because of sincere interest in the Project."

2. "Work faculty members into the Project whose courses seemingly fit it. In turn, their interest is increased; their course work is likely to be revitalized."

3. "It is necessary that administration, faculty and interested student groups clearly understand the character of the Project before they undertake it."

4. "Have presidents or deans on committees to integrate planning with campus calendar."

5. "Proceed with caution; encourage discussion of the Project."

6. "Nothing should be planned until the Project is well aired."

7. "There should be genuine interest in participating in the Project before the institution gets involved in it too far."

8. "If the institution is unwilling to set aside a modest amount of money, to give full administrative support to the program, or to allow new ideas to come on campus through the use of consultants, it is better that they not begin the Project at all."

9. "Complete administrative support is the best guarantee of support I know for the success of the Project. As a result of it, a positive atmosphere is created in which it is easy to work with the other faculty members from whom one must solicit time, energy and support."

10. "One of the strongest staff members, preferably a member of the administrative staff, should be designated Coordinator of the Committee."

11. "There should be nothing in the Project related to the evangelical."

12. "An effort should be made of the Project to define terms and state objectives in such a way that there is no waste of time in these areas."

13. "Faculty members who are not interested in working on such a Project should be informed about the Project and invited to participate, but no effort made to persuade them."

14. "Committee members should keep in mind the fact that progress may be slow and evaluation of the work difficult."

15. (a) "The administration should be sympathetic toward and interested in the Project."
(b) "The Committee should be chosen with care and should be made up of staff members who have earned the respect and admiration of their co-workers."
(c) "The Coordinator should be a member of the administrative staff and should be a strong person."
(d) "Before beginning work on the local level, the Committee should obtain from the national office a definition of terms, a statement of objectives, and a list of limitations of the Project. All of these should be given in such a way that the Project would still be wide in scope."
(e) "Faculty members should be invited to participate in the Project; all participation should be voluntary. Students should be drawn into the Project whenever possible."
(f) "All signs of the evangelical should be avoided."
(g) "The Committee should be prepared for slow progress and for some opposition."

16. (a) "Understand the intent and purpose of such an undertaking."
(b) "Make use of consultants from schools presently in the study."
(c) "Constitute the committee of volunteer participants."
(d) "Permit as much flexibility of approach and technique of study as feasible."
(e) "Don't try to move too rapidly."

17. (a) "Begin with workshop and conference participation to orient thinking."
(b) "Call in consultants from Pilot Schools."
(c) "Plan curricular changes and emphases."
(d) "Add or re-emphasize moral and spiritual values in specific courses at specific points by specific methods and specific preparation."

18. (a) "Find out what the faculty desires and thinks best."
(b) "Find out the interests of the students."
(c) "Study the expressed opinions of the parents and friends of the pupils."

19. We would make these suggestions to others on starting a Teacher Education and Religion Project:

(a) "Make this a Project agreed upon and developed by members of your staff, by educators rather than by clergymen."
(b) "Have your Committee study and discuss the book, The Function of the Public School in Dealing with Religion.[1] This should be of great help in forming basic concepts."
(c) "Enlist the support of faculty without reference to their personal religious commitment."
(d) "Enlist the support of interested students."

20. (a) "Careful understanding of the exact nature of the Project."
(b) "Immediate gathering of data from the public schools indicating possible needs that can be met by more adequate treatment of religion in education in the preparation of teachers."

21. "Making it a college-wide Project and program with all that this entails in the way of support and participation by: (a) Students, (b) Faculty, (c) Administration."

22. "Should be made a part of institutional self-study and evaluation; not something extraneous to the other curriculum studies of the institution. Personnel should be genuinely interested in curriculum enrichment and improvement, should not be simply religionists. Considerable time should be spent in discussion of the Project in seminars and committee meetings. I believe special seminars in designated fields would be more effective than general faculty seminars, for example, in the humanities rather than in education."

23. "In beginning a Teacher Education and Religion Project on any campus, I think that it is essential that the administration and the policy-making board of the college concerned be unified in their enthusiasm and in their approach."

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[1] The Function of the Public Schools in Dealing with Religion; Washington, D. C. American Council on Education, 1953. Pp. xiv-145.

"Any college beginning the Project should realize that it is going to mean a lot of work on somebody's part to pull the thing together, to encourage faculty members to participate as Committee members, and to encourage faculty members to do something in their own courses that will mean a real curricular change."

"I would recommend for any campus some sort of exploratory committee in the beginning so that the Project is not thrown at the faculty without rather careful thinking as to method and the course of action to pursue."

"While it was not possible to do this three years ago, I think now it would be very desirable for any college that wishes to begin a Teacher Education and Religion Project to invite to its campus the member of a committee from one of the Pilot Institutions. Many pitfalls may be avoided by a little advice in the beginning."

"I think again, in line with one of my answers to earlier questions that I would soon invite two or three consultants to come to the campus and give their reactions to the Project so that the people in the different departments would know how they are related to it."

X. HOW TEN COORDINATORS IN THE PILOT CENTERS WOULD CARRY ON THE TEACHER EDUCATION AND RELIGION PROJECT IF THEY COULD BEGIN ALL OVER AGAIN WITH IT

1. "At the local level the steering committee might have been made larger at the beginning. However, this Committee was ably assisted by subcommittees. The national office in the beginning might have done more to define terms, state objectives, and point out limitations so that the Project would be more specific, though, of course, some exploratory work was inevitable in a pioneering program."

2. "I feel sure we would again begin with faculty discussion groups. For unless and until the individual faculty member is aware of the problem under consideration little hope for progress is possible. He must come to accept the problem of his own initiative, so to speak, and not have it thrust upon him by a policy committee of the college."

3. "I think one thing we should do would be to bring in some of the national consultants earlier in the Project and have a greater variety of these consultants in the different fields right at the beginning. In that way we could get an overview as to what we were driving at and perhaps arrive more quickly at an understanding of what the Project is all about."

"I do not think we would change our general approach to the faculty or to the Committee very much. I think this Project must begin in a cautious fashion and then pick up speed as it goes along and more people understand what it is all about."

"This next suggestion isn't anything that any one school can do anything about, but if we could have used the benefit of the experience we have gained, I would suggest that in the beginning that more meetings be held of the local Coordinators rather than of the consultants from the different colleges. It became obvious in the last two or three years that it was not the consultants who were chiefly concerned with the responsibility of operating the Project on the local campus; this was the job of the local Coordinator. Administratively, there should have been early meetings of all of the local chairmen; then I think this would have facilitated the structure of the Committees of the various campuses as far as efficiency of operation is concerned."

4. "As a part of the general education program, for I still believe that is where it belongs."

5. "We felt that we ought to begin as a teacher education institution with the Project moving immediately into the field to gather data either to undergird or repudiate some of the assumptions of the Project. We will never know what we ought to do here until we know better the problem of religion in the public school at the public school level."

6. "Only one matter comes to mind. We would attempt more earnestly and thoroughly to enlist the entire campus community in our activities."

7. "I am unaware of a better way of doing this."

8. "As we did: with workshops, consultants and exploratory action."

9. "About the same way."

XI. THE WAYS IN WHICH COORDINATORS IN THE PILOT CENTERS FELT THAT THE PROCESSES THEY HAVE USED HAVE BEEN SUCCESSFUL. THIS SAMPLING IS BASED ON THE REPORT OF LOCAL COORDINATORS AND ARE DIRECT QUOTATIONS FROM THEM

1. "The preparation of the syllabuses has helped some faculty members see that religion has a place in teacher training courses and in higher education. The Project has helped to bring about a concern for religious literacy and a religious tolerance in the minds of some students and teachers. The workshops have helped some regular teachers and prospective teachers know that higher education is concerned with religious literacy and religious tolerance. They have also made college teachers more aware that their students need to be better prepared for dealing with the sphere of religion in the public schools."

2. "Our process has been centered around group discussions, with emphasis on understanding the problem and exploring possible solutions. We have found a growing interest in this type of procedure. The attendance at our meeting has been consistently good."

3. "We have attempted to analyze your problems as they have arisen and then to adjust our Committee structure to the problems. I think the best thing we did was to hold off from having a big Committee until we saw so many areas to work in that it was impossible for the Committee of eight to continue to operate effectively. At that time we had a real need to expand. This need was met and as a result we have had subcommittees working in different areas and they have been promoting their own individual Projects within the general purposes of the national Project."

"We have also attempted to have as many persons as possible who are working on the Committee go to the meetings that have been held in Chicago and other places. This has given them a sense of participation and of course they have picked up a lot of information that they would not otherwise have secured."

"I would also like to support the idea of the use of consultants. These have been especially valuable on our campus."

"Our writing Project was developed on the basis of the invitational approach. This, too, I think is good if any research or writing is contemplated. It sets the writers apart and gives them a real sense of important achievement. At all times we have attempted to keep our faculty informed. This is very important and should be underlined, and is one of the necessary things a chairman must undertake to do."

4. "The work of our subcommittee in general education, especially the humanities, has been successful in calling attention to the problem of adequate discussion of religion and the place of religion in certain courses. This has led to the discovery that religion is already adequately treated in some courses, and has resulted in greater consideration in other courses."

5. "The use of local clergy in our literacy unit has been highly successful. Our students find their presentations within their own church edifices most dramatic, informing and interesting. This particular unit has been the most popular part of the sociology course. Students now look forward to the opportunity, and evidence keen disappointment if and when this unit is not offered. (We make every effort to give the unit. There have been semesters when we have not been able to give the maximum number of lectures.)

"Aside from the interest and value to our students, this cooperative effort has been an excellent vehicle of good community relations."

6. "In getting the problem before the faculty and in getting them to think about and to become more aware of the problem in relation to the actual teaching of their subject matter."

7. "These processes have been successful in at least two ways: in developing a team spirit among the Committee members; enabling the students to participate directly in the work of the Project in all areas of Committee activity."

8. "Our faculty has become conscious of the movement and I believe they find more opportunities to teach about religion now than they did before the Project began."

9. "Those who have participated have learned how to talk and work together with reference to matters having a religious foundation. Considerable improvement of orientation and analysis of the field has resulted."

PART III. SOME GENERAL GUIDE LINES AND CONCLUSIONS IN REGARD TO THE AREAS OF KNOWLEDGE ABOUT WHICH A COORDINATOR SHOULD KNOW. THESE PRINCIPLES ARE SUGGESTED BY THE EXPERIENCES OF LOCAL COORDINATORS IN THE VARIOUS PILOT INSTITUTIONS OF THE AACTE'S TEACHER EDUCATION AND RELIGION PROJECT

1. Much thought should be given to the meaning of the national Committee's statements before the local Committee proceeds into any action. Much time spent upon this preliminary discussion is necessary if the Project is to get started in an effective way. The discussion stage, however, should be only preliminary to an overall stage.

This approach means that a survey of current practices on a given campus in the area of Teacher Education and Religion is not the best way to proceed until the individuals concerned are familiar with the nature of what they are trying to survey. Furthermore, consideration should be given to the type of instrument which will be used for survey, if the local Committee decides one is desirable. Hasty survey without definition of the problem area can produce an easy complacency that the objectives of the Project are being accomplished, whether they are or not. Too, this action will later prove a stumbling block to further examination of the problem on a given campus.

2. If the efforts of the Coordinator and his Committee are to be successful, the goals of the Project must be constantly re-examined. This examination of the nature and scope of the Project can be a stimulating or a frustrating experience for faculty members if adequate preparation has not been made for this examination. The concepts of the Project are not easily gained, and faculty members who participate in the Project should be willing to give serious scholarly study to it. Interest alone is no substitute for scholarly work.

3. The Coordinator will find, in spite of the clearly stated purposes of the Project, which stand up so well in a discussion sense, that many times in an operational level, Project participants need to rethink through its ramifications and limitations. The Project operates within a very fixed focus.

4. It should be realized that the Project does operate within its recognized limitations; and as such lends itself to study, experimentation, and research. The Coordinator must constantly give scholarly study to the nature and scope of the Project. To implement Committee purposes he must operate within some type of structural organization.

5. The structural organization which will control effectiveness of operation of a local Teacher Education and Religion Project Committee is partly dependent upon chance, partly upon planned activity. Many variables enter into the structural organization. The following are a few of them: (a) the Committee membership; (b) the structure of the college or university; (c) the structure of

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the Committee; (d) the degree to which the local institution group is interested and sees a need for the study.

6. By and large, in the Pilot Centers where formal Committees have existed to work on the Teacher Education and Religion Project, the membership has been based on voluntary participation of interested faculty.

7. The Coordinator's problem becomes one of taking this interest, sustaining it, and helping it grow to a stage of fruition where the Committee can see its accomplishments. The degree of sustained interest of individual Committee members will control the extent to which the Committee is effective.

8. The Coordinator in his role as team leader of the local Teacher Education and Religion Project also becomes a student of the structural organization of his college. His newly created Teacher Education and Religion Project Committee, informal or formal in organization, must be integrated into the existing machinery of the college or university, and the attitudes of the individuals of that particular institution.

9. The degree of integration which is achieved will be dependent upon how the Committee is viewed by the administration, the total faculty, the Committee itself, and the student body. Committee organization should be neither so rigid as to preclude flexibility of procedure nor so informal that a group feeling of belonging to a working committee is absent.

10. The Association is dedicated to the improvement of Teacher Education. The Coordinator's institution is autonomous yet has the responsibility to contribute to the effectiveness of the total membership of the Association. This contribution is limited only by an institution's potential in material and manpower resources.

The Coordinator must be a student of group leadership. He should have faith that the Association's way of operation is a sound one. Further, in his role as a leader he should be willing to accept his responsibility to promote cooperative effort, not only within his area of Committee responsibility, but in other aspects of his college or university work as well.

BEGINNING A PROGRAM OF ACTION

1. Much of the interest to study the relationship of teacher education and religion has come from those faculty individuals who are working in the field of general education.

2. Those faculty members teaching professional education courses have been concerned, also, with the kinds of problems which teachers who teach at the elementary and secondary levels face when materials about religion arise in the classes in which they are teaching.

3. Where the local Teacher Education and Religion Committee begins its study is a matter of local option, but if Committee study is not to be stifled, the Committee must have a program of action. The local Coordinator will find that little will happen on the local campus unless provision is made for a planned program. Proper timing of events will be very important.

4. Experience in the Pilot Institutions indicates, for example, that if the local Committee wants a workshop or conference, say in the spring or summer of a given school year, that work on it must have begun, in idea at least, the previous fall or early winter. Failure to allow ample time for planning can cause an event which is structurally sound to fail because of insufficient time for the local and surrounding regional faculty to allow for the meeting upon their agenda. Planned publicity is important.

5. Any faculty committee finds itself in a more or less friendly atmosphere on a given campus. Whether it finds itself cooperating or competing for faculty time, it still finds itself attempting to integrate its activities with the total campus program. Administrative and faculty priorities will at times subordinate various aspects of a Committee's work. At other times it will be given top priority. The local Coordinator of a Teacher Education and Religion Project must see his program in relationship to campus-wide needs of the institution of which he is a part. The Project must be viewed in terms of total campus need.

6. Where the local Coordinator is also an administrative official on the local campus, his status position may secure favorable faculty support for the Project. The administrator-coordinator, however, will find that his problems to secure a study of the curriculum are subject to the same process problems which affect any voluntary cooperative action program. In any case voluntary cooperative action alone will not produce a program. Problems must be identified. Direct experience must be used to solve them. Ways and means of solving the problems will have to be selected and tried out. The Coordinator and his Committee should approach their Committee responsibilities from a research frame of reference. Planned activity is needed.

7. Constant questions which the local Coordinator and his Committee members must ask themselves are these: What are we doing besides carrying on discussion in committee about the relationship of religion to teacher education? What experimentation are we carrying out? What procedures have we established to study the curriculum? What work are we doing with teachers at the elementary or secondary level? What work are we doing with teachers at the college or university level? Planned programs are necessary for advancement.

8. These questions all point to one road - action. Where a local Committee will begin is a matter of local need, purpose and option. The important point is that the Committee plans for action beyond the discussion stage.

9. The Coordinator's role is one of team leadership. Through cooperative action he works with a college or university faculty to re-examine curricular offerings in the area of teacher education and religion. He constantly works, in terms of group purposes, to improve the quality of teacher education. The cooperative approach is a team one.

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The Coordinator of a Teacher Education and Religion Project on a local college or university campus will need to do some reading to get the scope of the study in which he is engaged. His readings will be in at least: (1) leadership; (2) general education; (3) teacher education and religion; (4) research.

The following lists of articles and books are suggested leads. The Coordinator will find that much of his work falls into the area of general education and that much of his study will concern itself with where in general education courses materials about religion are relevant. The individual who comes to the job with a professional education orientation needs to familiarize himself with the general education area. The one who comes to the job with a general education orientation needs to familiarize himself with the professional education program. Both types of individuals will have to secure an acquaintance with the role of religion in culture. The problem is essentially one of curriculum study.

I. LEADERSHIP

"Human Relations Training for School Administrators." JOURNAL OF SOCIAL ISSUES, X No. 2 (1954), Pp. 1-67.

Pertinent data on Human Relations Training for School Administrators are brought together in this issue of the Journal of Social Issues. Three studies are discussed: (1) The Syracuse Studies; (2) The Teachers College Studies; (3) The Ohio State Studies.

Joyal, Arnold E. FACULTY PARTICIPATION IN COLLEGE POLICY FORMULATION AND ADMINISTRATION. Oneonta, New York: AACTE Study Series Number 3, 1956. Pp. 7 and 39.

"This publication is an attempt to set forth in usable form, information which describes how colleges and universities are utilizing their faculties in policy development and improvement of college administration. The bulletin first describes how the role of the administration is shifting toward a recognition of the potentialities of faculty cooperation in administration. The factor of morale is discussed with particular reference to policy determination. The relationship of policy determination to organization and administration is explained. The philosophical basis for faculty participation in administration and statements of writers on the subject are briefly analyzed."

Lindgren, Henry Clay. EFFECTIVE LEADERSHIP IN HUMAN RELATIONS. New York: Hermitage House, 1954. Pp. 7 and 287.

Designed for leaders of all types, this publication might well be read by the administrator who is considering the beginning of a Teacher Education and Religion Project on his local campus. The titles from several of the fourteen chapters give some indications of the type of material in the book: Patterns of Leadership, Old and New; Trademarks of Leadership; Effective Leadership Means Effective Communication; The Dilemmas of the Leader Who is Appointed; The Dilemmas of the Leader Who is Elected.

The purpose of the book is "to stimulate self-examination and to promote self-understanding" on the part of people who are leaders. The author has been influenced in his writing by ideas from these individuals: Harry Stack Sullivan; Erich Fromm; Karen Horney; Carl Rogers; Camilla Anderson; Norman R. F. Maier; Nathaniel Cantor; S. I. Hayakawa; and Kurt Lewin.

Sebaly, A. L. THE ROLE OF THE ADMINISTRATOR IN THE TEACHER EDUCATION AND RELIGION PROJECT.[8] Oneonta, New York: American Association of Colleges for Teacher Education, 1957. Pp. 1 and 16.

Trecker, Harleigh B., and Audrey R. HOW TO WORK WITH GROUPS. New York: Woman's Press, 1952. Pp. xvii and 167.

Perhaps this book will be elemental for some because it was designed for the adult person who is just beginning leadership work. The suggestions, however, of how to work with groups are brief and to the point. For a quick easy reference for a practical approach to the group process this elementary book provides a ready source.

II. GENERAL EDUCATION

Dressel, Paul L., and Mayhew, Lewis B. GENERAL EDUCATION. EXPLORATIONS IN EVALUATION. Washington, D. C.; American Council on Education, 1954. Pp. xxiii and 302.

For the individual who is seeking a quick introduction to some of the problems which are faced by the student of the General Education area, this book will prove to be helpful reading. This publication is a final report of the Cooperative Study of Evaluation in General Education of the American Council on Education. Inasmuch as a large part of the Teacher Education and Religion Project Study falls within the field of General Education, some familiarity with an evaluation of General Education programs will be helpful to the administrator who is seeking relationships between academic disciplines and religion.

Eddy, Norman G. "Religion in a General Education Program." JOURNAL OF HIGHER EDUCATION, XXVII (January, 1956), Pp. 25-34, 56.

This article describes the place of religion in one general education program. The study of religion in this general education program is "but a fraction of a very large course." The material is presented in a sophomore program which is concerned with social change.

Gross, Chalmer A. IMPLEMENTING PROGRAMS OF GENERAL EDUCATION FOR TEACHERS.[6] AACTE Study Series, Number I. Oneonta, New York: AACTE, 1953. Pp. 3 and 60.

The title of this publication explains the purpose of the book. O. W. Snarr was chairman of the Subcommittee which carried this study through to its conpletion. Many specific suggestions for implementing a general education program on a campus are given.

LIBRARIAN AND THE TEACHER IN GENERAL EDUCATION: A REPORT OF LIBRARY INSTRUCTIONAL ACTIVITIES AT STEPHENS COLLEGE. Chicago, Illinois: American Library Association, 1948. Pp. xi-69.

Malcolm S. MacLean raises the question in the foreword of this book: "How can we get students to want to read and be able to find and read what they need for their general education?" How Stephens College has solved, in part, the answer to this question is the basis for this book. Individuals studying the relationship of teacher education to religion will want to become familiar with library facilities on their own campus as an aid to their study. This book will have leads for them.

Lovinger, Warren C. GENERAL EDUCATION IN TEACHERS COLLEGES. Oneonta, New York: AACTE, 1948. Pp. ix and 119.

This report is a study of programs of general education in four-year curricula for elementary school teachers. The material is based on a questionnaire which was sent to member institutions of the AACTE. An annotated bibliography, which is included with the publication, provides a useful source of further information about general education.

Miller, Ralph D. (Editor). GENERAL EDUCATION AT MID-CENTURY, A Critical Analysis, Proceedings of the Conference on General Education, Sponsored by the Florida State University and Department of Higher Education, National Education Association of the United States, November 21, 23, 1950. Tallahassee, Florida, 1950. Pp. 3 and 185.

This conference for the most part operated through the study group technique. More than three hundred persons participated in the discussions. For the reader who wishes to get a quick overview of what topics are included in a general education program, this publication will supply some of the answers.

Troyer, Maurie C., and Pace, C. Robert. EVALUATION IN TEACHER EDUCATION.[7] Washington, D. C.: American Council on Education, 1944. Pp. xii and 368.

This book is one in a series which arose from the study by the Commission on Teacher Education. Chapter IV, "General Education", Pp. 95-134, is pertinent for the individual who is seeking further information about the general education programs. The material should be compared with Dressel and Mayhew's material which is also listed in this bibliography.

III. TEACHER EDUCATION AND RELIGION

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FOCUS ON RELIGION IN TEACHER EDUCATION. Oneonta, New York: AACTE, 1955, Pp. v and 87.

This book contains a series of essays written by faculty members at Western Michigan University. The areas covered are these: Religion and the Social Studies; Religion in the Humanities Course; Questions Concerning Religion in Science Classes; Another Responsibility for the Science Teacher; Psychology in Religion; Teaching About Religion in the Elementary School; Spiritual Values in Children's Literature; The Relationship of Professional Education to Religion; General Education and Religion.

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IV. RESEARCH

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ROLE OF THE LOCAL COMMITTEE MEMBER

"TO DISCOVER AND DEVELOP WAYS AND MEANS TO TEACH THE RECIPROCAL RELATION BETWEEN RELIGION AND OTHER ELEMENTS IN THE HUMAN CULTURE IN ORDER THAT THE PROSPECTIVE TEACHER, WHETHER HE TEACHES LITERATURE, HISTORY, THE ARTS, SCIENCE, OR OTHER SUBJECTS, BE PREPARED TO UNDERSTAND, APPRECIATE, AND TO CONVEY TO HIS STUDENTS THE SIGNIFICANCE OF RELIGION IN HUMAN AFFAIRS."

TEACHER EDUCATION
AND
RELIGION PROJECT

THE AMERICAN ASSOCIATION OF COLLEGES
FOR TEACHER EDUCATION

11 ELM STREET, ONEONTA, NEW YORK

THE ROLE OF THE LOCAL COMMITTEE MEMBER

in the

Teacher Education and Religion Project

Written for the Teacher Education and Religion Committee

by

A. L. Sebaly

National Coordinator

The American Association of Colleges for Teacher Education
Oneonta, New York
1957

FOREWORD

This manual is intended for use by the individual who finds himself in the Role of Committee Member of a Teacher Education and Religion Project on a local college or university campus. The manual is intended as a guide and not as a definition of a necessary role pattern which he will take.

The materials are based on answers to questionnaires which Local Committee Members in the AACTE Teacher Education and Religion Project completed during the summer of 1956.

The manual furnishes the Committee Member with guide lines to aid him with his work in the area of Teacher Education and Religion. Many of the items will have multiple use. Yet, the factors involved in the study of the relationship of teacher education to religion are different enough that a publication of this nature will have value for you as you begin study of the area.

The Teacher Education and Religion Project Committee is indebted to the Local Committee Members of the Project for having gone beyond the line of duty in sharing their experiences as Committee Members in order that member institutions of the AACTE might profit from their experimentation.

The Committee welcomes your comments and suggestions for improving this working paper as you begin a program of study about Teacher Education and Religion on your own campus. The suggestions presented here are tentative ones which undoubtedly will need refinement from time to time.

A. L. Sebaly
National Coordinator

Oneonta, New York, 1957

A PUBLICATION OF THE
AMERICAN ASSOCIATION OF COLLEGES
FOR TEACHER EDUCATION

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THE ROLE OF THE COMMITTEE MEMBER IN THE TEACHER EDUCATION AND RELIGION PROJECT

PART I - CHARACTERISTICS OF LOCAL COMMITTEE ACTION

Almost every faculty member who finds himself on a local campus committee is sure that his committee and its operation is unique. The contention is presented here that there are similarities in the operation of all local campus committees. Failure on the part of a committee member to understand this concept can give him a distorted view of his committee's operation and his role in its operation.

The individual who finds himself a member of a Teacher Education and Religion Project Committee should realize that all campus committees have similar operational problems.

The following characteristics seemingly are inherent in committee operation on a local college or university campus. The reader should use the characteristics as a frame of reference as he seeks to understand the role of a committee member in a Teacher Education and Religion Project.

1. Committee work will be successful to the degree that genuine faculty interest can be cultivated and the degree to which qualified persons can be discovered to carry on the committee activity. With genuine faculty interest and qualified persons carrying on committee activity, a project will have a better than average chance to succeed.

2. Definition of local committee's task is difficult at best. Seemingly there is no easy way to identify and define problems which a local campus has in a given area. All local committees seemingly have the same problems of defining aims, purposes, and delimiting the area of action.

3. Committee work will at times seem directionless and slow. A local committee member may attribute this apparent lack of direction and movement to the nature of the project on which he is working. Committees which operate through group consensus and cooperative action are likely to operate at a slower pace than those which do not. If a committee member feels that his committee work is seemingly without direction, he should attempt to identify the points of local emphasis in the program and then ask himself what he is doing about it.

   At best local committee members, especially teaching faculty, will find that the day-to-day routine of their teaching situation will prevent them from giving as much time as they would like to any one committee's operation.

4. Local committee membership will change. On any given campus committee membership will change from time to time. Committee change in membership may be a planned one or not. If the change is too rapid, orientation of new members can slow down committee progress. On the other hand, adding new members to a committee brings new resources and new ideas and counteracts inbreeding. Some provision must be made for orientation of new members.

5. Local committee members should realize that unless local committee meetings are held and programs are hammered out, the local committee soon loses effectiveness not only in the opinion of individual committee members, but in the opinion of the faculty as a whole. Local committee action demands a tailoring of a program which will fit with a local campus.

6. Failure of a committee to see the results of its work will cause member interest in it to decrease. In part, the responsibility for helping a committee member see the results of his committee's action lies with the committee chairman. There must be some "feed back" of committee results if effective committee action is to take place. If a committee is a part of a larger whole, which goes beyond the local campus, the committee members need ways and means of learning of what the total group beyond the local campus is doing. At the same time the local committee needs to ask itself what contribution it is making to others beyond the local campus lines.

7. A local faculty committee finds itself in a more or less friendly atmosphere on a given campus. Whether it finds itself cooperating or competing for faculty time, it still finds itself attempting to integrate its activities with the total campus program.

   The local committee member will find that administrative and faculty priorities will at times subordinate various aspects of a committee's work. At other times it will be given top priority. Proper timing of a committee's program is essential if maximum results are to be obtained from its work.

8. The local committee member should see his committee's program in relationship to campus-wide needs of the institution of which he is a part. Failure to take this view is likely to make other faculty suspicious, hostile, indifferent, if not fearful of a given local committee's work. Effective channels of communication must be maintained with all groups on a campus.

9. The role an individual plays on a local committee is determined to a large degree by his interests, his willingness to work, and

his own purpose in committee activity. The role he plays is limited or expanded to a large degree by the speculative, imaginative and creative abilities which he has.

10. Jurisdictional discussions can encourage or hamper committee work. The scope of the committee's responsibility, if not clearly defined at the beginning of its operation, can produce difficulties in its operations later. Failure to clarify the channels through which it operates can create confusion and is likely to discourage committee members from participating wholeheartedly in a committee's work.

11. Without an adequate favorable administrative attitude toward a local committee's work, its actions are likely to become bogged down.

12. A committee may not have a clearly defined position on a campus. A local committee's energy may be diffused because it is not clear as to whether it is a planning committee, an action committee, or both. It may have no integral relationship to the rest of the local campus program. Failure of faculty and administration (and students, if they are involved) to clarify a committee's position on a campus can weaken its operation if not prove to be a major stumbling block to its existence. There is little answer to a faculty member who states, "For what purpose does this committee exist?"

Summary. Committee work is troubled with definition of task and terms. Where a committee seeks consensus and cooperative effort, its progress will be slow and at times erratic. Little will happen in a given campus within a given committee unless provisions are made for a program. There is no easy way for a local group to identify its problems and plan a program. The individual committee member must be willing to give time above and beyond the committee discussions if he wishes his own and interests of other faculty members to be sustained in a project.

All local committees operate within the organic whole of the college or university life. Failure on the part of committee members to take this fact into consideration can make committee work impractical and make the experience of a given committee's work frustrating.

Committee members must realize that other campus priorities will at times subordinate their activities--at other times highlight them. The committee member must constantly be aware that there is a problem of communicating his committee's work to faculty, administration and students. Failure to do otherwise truncates committee potential and produces in others apathy, hostility or even fear of a given committee's work.

PERSONAL QUALIFICATIONS OF THE LOCAL COMMITTEE MEMBER *

Committee members on local Teacher Education and Religion Project Committees in Pilot Institutions have identified the following characteristics as the ones which they consider desirable for local committee members to have. It should be recognized that the list represents a composite picture, rather than the qualities of any one individual.

1. One who is imaginative and creative.
2. One who has a speculative frame of mind.
3. One who has curiosity about the large issues of teacher education.
4. One who has a broad education.
5. One who has the ability to discipline his thoughts into writing.
6. One who has status on campus.
7. One who has leadership qualities.
8. One who can work well with others who may differ in opinion.
9. One who is willing to participate in group study.
10. One who has understanding of the type of students and faculty represented in the college or university.
11. One who is willing to give time and effort to committee work.
12. One who is interested in experimentation and research.
13. One who has some understanding of current religious thinking.
14. One who has some understanding of the role of religious freedom in the United States.
15. One who has some understanding of the issues regarding the relating of religion to public education.
16. One who has patience and openmindedness.
17. One who is interested in curriculum improvement.
18. One who is interested in professional education.
19. One who is interested in general education.
20. One who is in a position to act on his ideas through teaching, counseling or research.

The qualifications of a local Committee Member, which were enumerated by the Committee Members, and listed above, have been put in chart form in order that a prospective local committee member of a Teacher Education and Religion Study can assay his characteristics prior to becoming a member of the committee.

The following chart will help you evaluate your potential as a committee member.

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* The prospective committee member may wish to see how the Coordinator's qualifications check with those of the Committee Member.
Sebaly, A. L. Role of the Administrator. Oneonta, New York: AACTE, 1957, Pp. 1-4.
Sebaly, A. L. Role of the Coordinator. Oneonta, New York: AACTE, 1957, Pp. 18-20.

PERSONAL QUALIFICATIONS OF THE LOCAL COMMITTEE MEMBER

	+3	+2	+1	0	-1	-2	-3
1. How imaginative and creative are you?							
2. To what extent do you have a speculative frame of mind?							
3. What curiosity do you have concerning the large issues in teacher education?							
4. How broad a background of knowledge do you have?							
5. What is your ability to discipline your thoughts into writing?							
6. What is your status on campus?							
7. What leadership ability do you have?							
8. What capacity do you have to work with others who may differ with your ideas?							
9. How much willingness do you have to participate in group study?							
10. To what extent do you have an understanding of the type(s) of students and faculty represented in your college or university?							
11. How willing are you to give time and effort to committee work?							
12. How interested are you in experimentation and research?							
13. What is your knowledge of the role of religious freedom in the United States?							
14. To what extent do you understand current religious thinking?							
15. To what extent do you understand the issues regarding the relating of religion to public education?							
16. What is your reputation for patience, open-mindedness?							
17. What is your interest in curriculum improvement?							
18. What is your interest in professional education?							
19. What is your interest in general education?							
20. To what extent are you in a position to act on your ideas through teaching, counseling, or research?							

KEY

+ 3	Very strong
+ 2	Moderately strong
+ 1	Slightly strong
0	No appreciable influence
- 1	Slightly weak
- 2	Moderately weak
- 3	Very weak

Part II of this manual contains materials about three areas of knowledge with which a local committee member should be familiar before he undertakes the organization of a cooperative study, such as the Teacher Education and Religion Project, on his local campus. The three areas of knowledge are these:

I. The Nature of the American Association of Colleges for Teacher Education.

II. The Nature and Scope of the Teacher Education and Religion Project.

III. Critical Issues in Relating Religion to Teacher Education.

I. THE NATURE OF THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION[1]

The local committee member in preparing himself for his work needs to become familiar with the manner in which the American Association of Colleges for Teacher Education carries on its work. This means that he should become familiar with Association procedure. One way to do this is to study the yearbooks, and other publications of the Association, to get an understanding of the Association's methods. From his exploratory study the committee member will learn that one of the strengths of the Association lies in its decentralized approach to research problems. This conclusion implies that each member institution works for its own self-improvement. The success of the Association can be measured by how well each member institution attempts to put this philosophy into practice. This approach is one which the Association has traditionally followed in its study of the problems it has faced over the years.

As the committee member becomes acquainted with the work of the Association, certain key words and phrases will become a part of his vocabulary. Key phrases and words like these will become familiar to him: (1) voluntary participation; (2) procedures which have been initiated, developed, applied and revised by the Association itself; (3) programs of action which are not fixed or static; ones which have growing edges, which become modified as progress is made; (4) cooperative effort of large numbers of people; (5) autonomous institutions; (6) independent growth; (7) individuality. Soon the committee member realizes that what these words and phrases mean is a program of action on a local campus.

The committee member soon realizes that the staff of the Central Office of the Association exists to service his local campus, and that the strength of the Association lies with what is done at the local level. Yet, he further realizes that his institution is only one, regardless of type, which is working to improve teacher education. He will find, further, that the catalytic agent for the solution of problems to improve teacher education lies within the descriptive framework which can be described as voluntary cooperative action.

He will need to catch the vision which comes from voluntary action, within the local Committee - for institution-wide action - action which in turn becomes a part of a larger cooperative endeavor in the Association itself. The end result of the purposeful, cooperative action is continued improvement of the quality of teacher education.

The American Association of Colleges for Teacher Education has described itself in this manner:[1] "The American Association of Colleges for Teacher Education is a national voluntary association of colleges and universities throughout the United States, organized to improve the quality of teacher education.

"These colleges and universities are banded together to do three things. The first of these is to focus the attention of the public and of the teaching profession upon opportunities and problems existent in the education of teachers. The second purpose is to enable each member institution to draw upon the resources of cooperative action in continually improving its own program for educating teachers. Finally the AACTE is organized to conduct research and studies which will throw light upon the objectives and procedures of teacher education.

"The AACTE seeks to foster experimentation and individual initiative. Colleges and universities of all types are among its members; the problems they offer are varied. Only one uniform theme dominates the AACTE - the devotion to ever-improving quality in each style of collegiate teacher education."

II. THE NATURE AND SCOPE OF THE TEACHER EDUCATION AND RELIGION PROJECT [2]

The AACTE Teacher Education and Religion Project is "breaking the thought barrier" which encrusted the thinking of many who have been and are involved in work in higher education and the professional preparation of teachers.

The Project is calculated to encourage instructors to make reference to religion where it is relevant to content.

On December 1, 1953 the AACTE Subcommittee on Teacher Education and Religion defined the nature and scope of the Project in these words:

"The Committee recommends that the chief purpose of this study of Teacher Education and Religion be to discover and develop ways and means to teach the reciprocal relation between religion and other elements in human culture in order that the prospective teacher, whether he teaches literature, history, the arts, science, or other subjects, be prepared to understand, to appreciate and to convey to his students the significance of religion in human affairs."

The "primary aim of the study is to deal directly and objectively with religion whenever and wherever it is intrinsic to learning experiences in the various fields of study."

---

[1] American Association of Colleges for Teacher Education Brochure. Oneonta, New York.

The implementation of this purpose and primary aim has been left to the discretion of the fifteen Pilot Centers throughout the country. As a result, the implementation of the Project has been as varied as there are institutions in the Project. This, perhaps, is as it should be. Experimentation should allow for differences of approach to a problem. The unifying aim of the Pilot Centers is to find ways and means of breaking thought barriers and to secure "an intelligent understanding of the role of religion in human affairs." The problem becomes one, then, of not what education can do for religion but what religion can do for education.

It was the Committee's intent that during the first two years of the Project's life that the emphasis would be upon intensive study by the faculties of the fifteen Pilot Centers. It was hoped that during this time that curriculum materials would be developed, new courses started, and new units added to existing courses. It was the Committee's intent to spend the final three years of the Project publishing and distributing data gathered and course materials printed. Further, it was intended that the fifteen Pilot Centers would assume the responsibility to "not only develop experimental materials, but, as they progressed, to serve as demonstration centers for other institutions in the area - and to encourage their participation and assistance." Apparently, the first stage of the Project was to be intensive work by Pilot Centers; the second stage, one of dissemination of materials. Pilot Centers were to assume regional responsibilities.

To the committee member, on his local campus, the problem is seemingly one of finding ways and means of fusing religion, as a cultural force, with the aims of general and professional education. At a practical level, this means that administrators and professors of general education, and professional education departments will have to meet together and explore their common interest: how to aid students to become better teachers. It can be seen that the AACTE Teacher Education and Religion Project becomes one which does these things: (1) examines curriculum; (2) enriches curriculum; (3) encourages instructors to make reference to religion where it is relevant to content.

An examination of point three for a moment might help to clarify what is meant by "to encourage the reference to religion where it is relevant to content."

The following example illustrates in a brief way this point. On December 12, 1953 the Beloit College Chapel burned. A few of us have seen church buildings burn - but none have expressed the event in terms of a creative poem, as did Chad Walsh in "When The Beloit College Chapel Burned, December 13, 1953." The writer quotes only a few lines from the poem. The rest of it can be read in the Christian Scholar for December, 1955. After watching the chapel building burn down, Walsh made this observation:

"Where will you sleep tonight, God,
Now that you've let your house burn down?
You don't expect to find a spare room with us, do you?
We built you a house to call your own.
What more can a reasonable God expect.

"Houseless and homeless and hunted
by the cold winds
God the D. P. wanders the
broken campus with no
card of identity."

Everyone cannot be a Chad Walsh, but each can look for examples where creativity can take place.

A more traditional example of the meaning "to encourage the reference to religion where it is relevant to content" would be in the teaching of Shakespeare. It would be difficult for a teacher of Shakespeare to understand him without knowing something of the version of the Bible which he used for his allusions.

A project of this nature is bound to have points of tension, but the Project offers a chance for these points to be aired. Emotional as well as intellectual thought barriers may be moved. At times, seemingly, there are ambiguities in the Project, even at the local campus level. Major emphasis has been given to the study of General Education - The Humanities - Natural Sciences - the Social Sciences. Emphasis has been given to study of Professional Education. The Project, however, is not limited in scope to these areas.

The Committee's intent was that other areas should be studied as well. It can be seen that the Project will have tension points. Administrators must be willing to support teachers who experiment in this area.

What is the nature and scope of the AACTE Teacher Education and Religion Project?

1. The Project is an attempt by the AACTE to prepare better qualified teachers.
2. The Project is one which involves breaking thought barriers as to what teacher preparation should be.
3. The Project is one increasingly concerned with: (1) studies, (2) experimentation, (3) evaluation, (4) application.
4. The Project is involved in the collection of data, visits to institutions, examinations of Projects, meeting with interested groups, consultations with experts in the field and with writing.
5. The Project attempts to deal directly and objectively with religion whenever and wherever it is intrinsic to learning experiences in the various fields of studies.

6. The Project examines curriculum materials and encourages instructors to make reference to religion where it is relevant to content.
7. The Project's approach is through the integrity of the discipline which a faculty member is teaching.

III. CRITICAL ISSUES IN RELATING RELIGION TO TEACHER EDUCATION [3]

1. What is implied by "teaching about religion"?
2. Is it possible to "teach about religion"?
3. How do you distinguish between "teaching about religion" and teaching religion?
4. Does the teacher need to label the subject matter as religious in order to be "teaching about religion"?
5. "Dragging religion in" versus treating religion when it is relevant to subject matter.
6. What is the relevance of the Project for the various disciplines?
7. Is there really a need for "teaching about religion" in colleges and universities? Evidence? Haven't we been doing this all along?
8. What is the value of an "objective" approach in the study of religion? Is religious literacy enough?
9. How do you avoid religious commitment in treating religion in the classroom?
10. What about an already over-crowded curriculum?
11. How objective can we be in reporting findings in this study?
12. Can we teach factual information about religion and not cause divisiveness in public schools?
13. What about resistance from religious groups?
14. What are the legal implications?
15. In a Project of this nature, is it necessary to define religion?
16. What is the nature of religious experience?
17. Is religion a necessary support for the individual?
18. What is the relation of religion to other values?
19. How can diverse points of view be brought into harmonious relationship? In what ways have faculties reached greater awareness of these qualitative aspects of experience?
20. Just what would public school and college faculties know about religion? Would they not do more harm than good?
21. Would greater agreement and understanding be fostered through identification and realization of religious belief rather than looking at religion through the diverse rituals and ceremonies that are expressive of these beliefs?
22. Is academic freedom endangered by such a Project?
23. Will such a Project meet the needs of public education?
24. What problems in religion would the public schools come in contact with most consistently?

25. Have schools the obligation to lift the morality of the community?
26. Does the Project belong in professional education or general education?
27. How can the colleges and universities best service the public schools of the area in which they are located?
28. Is a consideration of religious attitudes of faculty members and students relevant to the present study?
29. What is the difference in attitude toward "teaching about religion" between public school administrators and classroom teachers?
30. How can you best motivate faculties with respect to Project participation?
31. What criteria should be considered and procedures followed in establishing a competent Teacher Education and Religion Project Committee on the local campus?
32. Are such Committees generally representative of the faculty?
33. How do you expect to evaluate Project activities?
34. What is the best use of Project consultants?

PART III. This section contains suggestions and opinions of committee members about the work of a local Teacher Education and Religion Project Committee.

I. Suggestions of how an individual can prepare himself to be a committee member.

II. How the local committee members would proceed if they could start the Project over.

III. The ways in which they have found this Project a harder one on which to work than others in which they have been engaged.

IV. The ways in which they have found this Project an easier one on which to work than others in which they have been engaged.

V. How local committee members think the work of their committee could be integrated into the local college or university program.

I. WHAT SUGGESTIONS WOULD YOU MAKE TO A PERSON WHO WISHES TO PREPARE HIMSELF TO BE A COMMITTEE MEMBER?

1. "He would do well to acquaint himself with the stated purpose of the AACTE Study, particularly if he joins the committee after it has already done some work. Much time is lost in

orienting new committee members when they are not aware of what it is hoped the Study will accomplish."

2. "That he familiarize himself with the significance and forms of religion related to the early development of education in America and the various manifestations of religion and quasi-religions in our contemporary world."

3. "Arrange to have time available to study and work on the committee. To do the necessary reading, discussion and writing to acquire a degree of competence in the field."

4. "A faculty who is considering participation in such a project should decide whether or not he has sufficient time to devote some effort to the project outside of the regular committee meetings. Those who have only time enough for the committee meetings may profit from the project. However, the project must have a number of participants who are willing to put additional time into the project if it is to be successful."

5. "He should do general reading in the fields of general and religious education. He needs to start the work with a 'clean slate' mentally as to both."

6. "Obviously there is a need for some reading and study in the field of comparative religion and the history and main tenets and practices of the major faiths. Also, however, I feel that a certain self-evaluation is advisable regarding one's own attitude toward religion. If previous experience has indicated an inability or a disinclination to discuss such matters with reasonable objectivity, the prospective committee member should wonder why. Attitudes such as the fairly prevalent feeling that religion is not a proper subject for critical consideration and discussion might tend to make one unsuited for committee service. An aggressive denominational preference should be subdued, if possible."

7. "Be prepared to spend sufficient time to read all the materials thoroughly and to discuss at some length with fellow committee members the pertinent problems. Study as deeply as possible the historical backgrounds and sociological experience of the major religious traditions in America."

8. "I would suggest the prospective committee member should read the materials which have come out from the Teacher Education and Religion Project; the written materials done by faculty in the cooperating schools; the minutes of meetings, etc. Furthermore, he should talk the program and its purposes

through thoroughly with those persons who are already members of the committee. In addition, if he does not already have a pretty good understanding of at least the Protestant, Roman Catholic, and Jewish faiths, I believe he should study these groups."

9. "To examine one's subject matter field in relation to the problems posed in the teaching about religion."

10. "Reading, chiefly; the AACTE Project News is excellent for this purpose, with its recommended readings and excellent short articles and accounts. Also the more obvious statements of educational policy and law pertaining to the topic, and some statements of modern theologians concerning the nature of religion for a modern, educated man."

II. HOW LOCAL COMMITTEE MEMBERS WOULD PROCEED IF THEY COULD BEGIN THEIR COMMITTEE MEMBERSHIP ALL OVER AGAIN

1. "I would devote more time to initial clarification for myself of the aims, objectives, and origins of the Project. If this is not done, there is a tendency to waste a great amount of time in either drifting or in reworking ground that has already been thoroughly worked."

2. "I would seek information about the specific nature and aims of the committee and the entire Project before I began work on the committee."

3. "I would have studied more, earlier. I believe that we might well have invented means for more interaction with the faculty as a whole than we attempted, so that our discussion would have carried forward in an environment of known faculty opinion."

4. "I feel that I needed to be better informed on the purposes of the committee and to have done more reading in this area."

5. "Establish a guide for committee member responsibilities. Written summary for each committee meeting in order to establish continuity."

6. "Give more attention in the beginning to publications in the field."

7. "This Project is easy to misunderstand and I think those asked to serve on such committees should have a fairly lengthy letter indicating the nature of the project. Those not at all familiar

with the Project should probably be approached in person."

8. "Ask for expressions of special interest from the staff."

9. "I doubt very much that I would do things any differently. I had the advantage of being perhaps the first person on this campus to have a direct contact with the Project, outside of ________. I attended the first meeting in Chicago, and have had the privilege of attending most of the meetings since that time. To me it has been a tremendously significant Project, and I am sure that I have gained much more from it than I have ever been able to contribute."

10. "I would insist upon a larger steering committee. I would like to have a plan of action agreed upon well in advance, so that I would have a better sense of accomplishment."

11. "I would do nothing very different. I would suggest to the Dean that he select a small committee, from staff members he had already sounded out, and then invite the staff as a whole to join the committee, if, as, and when any individual developed an interest."

12. "I would suggest that appointments to committees be planned democratically. They should not be 'demand' appointments. 'Do we want to serve?' attitude."

13. "By interest on their part, but also by more encouragement of individuals who might especially be able to contribute but careful to watch against making it a group of friends or strategically important key persons, which might foster cliquishness."

14. "Don't know. It is not difficult to speculate on what one would do in an hypothetical situation, but I don't really know what I'd do--probably behave in much the same way as I did, which was to become interested only after hearing other committee members talking about the stimulating discussions and the good coffee they'd had at the last meeting."

15. "I would try to obtain released time to work on the study and to arrange schedules of the members, so they could meet leisurely and at the same time. I would also push for a quicker definition by national group of purposes of study so evaluation could be made periodically."

16. "Better orientation as to the purpose of the committee and the Project and study of (re-evaluation) the role of religion in my own education (how my teachers handled the problem). The

latter would at least be part of experience and could furnish a basis for present self-evaluation in this area."

17. "Essentially as we have, but with a longer training period consisting of study and committee discussions of the problems, resulting in a clearer concept of the problem."

18. "(1) Present the general problem to as many as possible--the entire faculty if possible. (2) Call for volunteers to attend a stated meeting. (3) Select leaders and a small policy-making committee for organization. (4) This group to determine committee membership and meeting schedule, subject to approval of the general group."

19. "I don't believe I would change my procedure very much; the richest experiences I have had so far have been at the faculty seminars, and my only suggestion would be to publicize them as much as possible, and encourage committee members to attend."

20. "I find it rather difficult to answer this question. My own feeling is that I would proceed very much as I did in the past. The pattern of my participation as a committee member evolved only as I worked over a period of time with the rest of the committee."

III. THE WAYS IN WHICH COMMITTEE MEMBERS HAVE FOUND THIS PROJECT A HARDER ONE ON WHICH TO WORK THAN OTHER TYPES OF STUDIES IN WHICH THEY HAVE BEEN ENGAGED

1. Problem of definition.

There seemed to be a general feeling among committee members who have worked on a local Teacher Education and Religion Project Committee that the committee is a harder one on which to work because of the problem of definition.

A. "The nature of the Project is hard to express in a concrete statement of specific, individual aims and purposes."

B. "The area is difficult to define and delimit."

C. "The area is so broad that it is a frustrating experience to get started."

D. "The goals are difficult to define."

The following two quotations are typical samples from those individuals who found this Project a harder one on which to work because of the difficulty of definition.

A. "This particular Project has seemed to me to be very hard to pin down. Certain aspects of it are 'slippery' in the extreme. By this, I mean that, even though I feel that I understand the Project fairly well, I am very much afraid that interpreting it to others, or finding a part of it into which I can really sink my teeth, eludes me. I recognize that this is probably a weakness in me rather than in the Project itself."

B. "Principally in the fact that the very nature of the Project is a bit hard to express in a concrete statement of specific, individual aims and purposes. To examine and try to establish the proper place and the importance of religion in teacher education is a less definitive task than, say, preparing a catalogue or organizing a curriculum for the summer session. There is necessarily a considerably greater amount of attempting to verbalize ideals and 'ponder imponderables'. There is a constant danger of spending a good bit of time stating generalities and idealized objectives which are difficult to translate into the realm of practice. Speculating in a void is an ever-present hazard at committee meetings."

A secondary problem arose because some local committee members had difficulty with definition of the area under consideration. Although the study was squarely centered on curriculum, some local committee members had difficulty in keeping this frame of reference in mind. Hence, at times the directions which a project took on a local campus seemingly were diffused. One committee member expressed the difficulty on his campus in this manner: "Lack of agreement among committee members about the purpose of the AACTE study, sometimes resulting in our riding off in all directions."

2. Problems relating to the faculty at large.

Some committee members felt that this Project was a harder one on which to work because of what other faculty members on their campus felt. These feelings ranged from fear, indifference, hostility, skepticism, suspicion. The following are typical statements:

A. "The Project is frequently complicated by indifference or even hostility on the part of fellow faculty members."

B. "It seems virtually impossible to prevent fear on the part of some that such a study represents a backdoor entrance of secularism into the colleges."

C. "Faculty members have, in some instances, remained suspicious of the nature of the committee's work and of the objectives of the Project."

The following statement summarizes these various points of view:

"The indefinite nature of the aims and objectives of the Project has made it somewhat difficult at times to see a real purpose in the study. This is particularly true in the early phases of a study of this sort. Aside from this, the work on such a Project is frequently complicated by indifference or even hostility on the part of fellow faculty members to the Project. It seems virtually impossible to prevent a fear on the part of some faculty members that such a study represents a backdoor entrance of secularism into the colleges. Coupled with this indifference or hostility is the opposite difficulty of some faculty members looking upon the Project as just such an evangelical awakening. The middle ground between the extremes is frequently difficult to find."

3. Procedural Problems.

Some committee members felt that the problem was a harder one on which to work than others because: (1) "There is a great uncertainly as to what can be done in teacher education and religion"; (2) "There is a great deal of disagreement as to what can be done in teacher education and religion"; (3) "It is difficult to interpret the Project"; (4) "It is a controversial subject"; (5) "One runs into idea of separation of church and state."

4. Problems inherent in committee action.

Problems in this area centered around committee operation itself. The difficulties of committee procedure were described in these terms:

A. "The danger of spending a good bit of time stating generalities and idealized objectives which are difficult to translate into the realm of practice."

B. "Considerable time is required to understand the basic assumption upon which the committee was to operate."

C. "Required considerable time in getting an understanding of the role of the many different departments represented by committee membership."

D. "Agreement on terms, objectives, and methods of procedure is often difficult to reach."

E. "Presenting discussions and tentative conclusions of the TER committee to faculty as a whole."

F. "Instability of group membership produced hardship in discussion."

G. "Freedom acts as an impotency in implementing a course of action. The agenda has to be set up by the local group."

H. "Lack of clear administrative statement of purposes, powers, and responsibilities of the committee."

I. "Too much left to subcommittee with little or no power to go ahead."

J. "Means of carrying out committee plans are frequently difficult."

K. "Trying too many things at once."

L. "Too much time spent on definitions."

M. "Project never seems finished."

N. "Results difficult to evaluate."

O. "Progress is slow."

IV. THE WAYS IN WHICH LOCAL COMMITTEE MEMBERS FOUND THIS PROBLEM AN EASIER ONE ON WHICH TO WORK THAN OTHER STUDIES IN WHICH THEY HAVE BEEN ENGAGED

The following quotations are typical samples of opinions in the area under consideration.

1. "The freedom for investigation allowed by the Project makes it somewhat easier than other types of study in which I have been involved. To some extent this approach presents additional problems, but those problems are compensated for by the fact that this Project has not been designed to prove a point but rather to search for one. In this respect the national coordinator has at all times been more than willing to aid while at the same time never attempting to dictate."

2. "I feel that having a number of schools working on the Project with a coordinating office and consultants tends to take the load from any one school and gives us the feeling that it is not an impossible task."

3. "The enthusiasm and spirit of committee members at our own college and at the regional and national meetings have been very stimulating and have produced a degree of interest which is lacking on other projects."

4. "This is an area in which many people are interested and about which most people have some definite opinions. Not many studies have been made of teacher education and religion. It is interesting and challenging to do a little pioneering in any field."

5. "The sincere interest of the entire committee and the harmonious ways in which we have labored to secure results on a very difficult type of subject matter."

6. "Through a local chairman this year who was not trying simply to 'grind his own ax' in some concealed way. Honest recognition of differences of personal perspectives and opinions and still a permeating concern for discovering what is best for teacher education in relation to religion."

7. "People are more likely to be more seriously motivated and willing and ready to give considerable time and effort to work with others seeking ways and means of solving the problems involved and bringing some success to the work in which we are essentially interested."

8. "The encouragement, implicit in this semester, to deal with ideas *per se* has made it easier than, for example, a committee in which every proposal, no matter how tentative, has to be examined for its practicality. This was one occasion when we have taken enough time to think before proposing action--but we are finally proposing action."

9. "Inherent interest in the problem among the committee members so that there was no lag in attendance or interest after the initial novelty has passed."

10. "It is not an 'easy' problem. It is very difficult from anything I have ever worked on. It is fascinating, it is frustrating, in some ways it has been gratifying; but it has never been easy."

11. "The work of this committee is not *easier* but more interesting and satisfying than that of some other studies I have been engaged in, mostly because it is connected with *people* and how they can achieve a well-rounded background, an appreciation of their cultural heritage, and perhaps answers to a satisfying way of life."

12. "Subject matter of the study lends itself well to discussions, if not argument. We never encountered difficulty in getting committee members to talk although sometimes the talk wandered pretty far afield."

13. "The Project seems to interest college students more than some. On the whole, the Project does not seem to be easier or more difficult than other projects."

14. "The subject of religion and its place in teacher education is one of intrinsic interest to a great many people. The staff of the institution is, for that reason, inclined to be very cooperative in assisting the committee in its work. For this reason also, committee members on the whole tend to be enthusiastic, interested, and more willing to attend meetings and work on projects than is the case on some other committee assignments. The problem is one which lends itself to discussion, formal and informal. Most people are quite ready to take an interest in the work of the committee and offer suggestions and criticisms."

Summary. This Project seems to have been an easier one for these reasons:

1. There has been freedom of inquiry at the local level.
2. The task has been a shared one among several colleges and universities.
3. The problem is one in which many people have much interest.
4. The Project is challenging in that it is a pioneer effort.
5. Local programming has given the committee members a feeling of accomplishment.
6. It allows an individual's ideas to be explored for their practicality.
7. The nature of the problem is one which has sustained interest.
8. The nature of the problem lends itself to discussion.

V. HOW COMMITTEE MEMBERS THINK THE WORK OF THEIR COMMITTEE COULD BE INTEGRATED INTO THE LOCAL COLLEGE OR UNIVERSITY PROGRAM

The local committee members who answered this question ran to two extremes. On the one hand there were observers who felt that the local committee should be a regular standing committee on a par administratively with other important college committees. On the other hand, some felt the group should be a voluntary one. In between were many degrees of variation of how this committee could integrate its activities with the rest of a college or university.[1]

1. Through status of committee

    A. By having committee on a par administratively with other college committees.

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[1] Actually the local committee members were reflecting to a degree the actual relationship which the committee had on a given campus. See: Sebaly, A. L. Role of the Coordinator for a fuller description of the actual relationships. Pp. 20-24.

B. Interdepartmental representation on the committee of administrators, faculty members, students.

2. Through informing faculty about committee action

A. "Feed back" to representative groups through committee members reporting to departments from which they come.

B. Referring committee recommendations to proper channel (for example, use normal channels used by all curriculum groups.)

C. Invite faculty members to participate in a writing project.

D. Request specific contributions of faculty members.

E. Make much use of subcommittees.

F. Give periodic reports to faculty about purposes, past activities of the group, and plans for the future.

G. Have open committee meetings and invite faculty to attend if they wish.

H. Have combined meetings with other groups; (for example, have Teacher Education and Religion Project Committee meet with general education committee).

I. "Gather evidence through pilot trials of its action-ideas, and submit proposals together with supporting evidence for action by the faculty."

J. The "informal seminars with members of individual departments might bear the most fruit."

Summary. In general the type of relationship which the local committee will have to the rest of the college will depend upon local conditions. Local purposes, and man and material powers will determine to a large degree the place which the committee is to occupy on a given campus. The integration can be as formal or informal as the local group wishes to make it.

PART IV. Some general guide lines and conclusions about the area of knowledge about which a local Teacher Education and Religion Project Committee member should know. These principles are suggested by the experiences of local committee members in the various Pilot Institutions of the Teacher Education and Religion Project.

1. The individual who is interested in working in the area of Teacher Education and Religion should realize that interest in the study is necessary but that interest alone will not produce a program of action. He must be willing to give time and effort to the committee work.

2. The committee member must understand the nature of the American Association of Colleges for Teacher Education.

3. He must be willing to spend time in defining the Project's area of work. Interest alone will not do this for him. The Project operates within its recognized limitations, and as such lends itself to study, experimentation and research.

4. The committee member should have a speculative mind, but he should be willing to go further and do experimentation in the area under consideration.

5. He should have an interest in improving teacher education not only in its general aspects but in the professional areas as well.

6. The study is a curriculum one and as such is susceptible to all the strengths and weaknesses of curriculum study.

7. Local committee members are sensitive to what their colleagues and the administration think of their work. Effective means of communication should be maintained with all groups on a campus, not only to keep individuals informed about committee action, but to assay campus reaction to the committee's work.

8. The committee purposes should be clearly defined.

9. Participation in committee work should be voluntary.

10. The committee members should constantly evaluate their work by re-examining the points of local emphasis in a study. Failure to do this evaluation leaves a committee with a sense of vagueness of what has been done on a given campus.

11. The Teacher Education and Religion Project is a curriculum study which is based on the premise that it is the proper function of colleges and universities preparing teachers to teach intelligent understanding of the role of religion in human affairs. This thought should be kept in mind as the local committee member begins his work.

PART V
BIBLIOGRAPHY

The committee member of a Teacher Education and Religion Project on a local college or university campus will need to do some reading to get the scope of the study in which he is engaged. His readings will be in at least: (1) general education, (2) teacher education and religion, and (3) research.

The following lists of articles and books are suggested leads. The committee member will find that much of his work falls into the area of general education and that much of his study will concern itself with where in general education courses materials about religion are relevant. The individual who comes to the job with a professional education orientation needs to familiarize himself with the general education area. The one who comes to the job with a general education orientation needs to familiarize himself with the professional education program. Both types of individuals will have to secure an acquaintance with the role of religion in culture. The problem is essentially one of curriculum study.

I. GENERAL EDUCATION

Dressel, Paul L., and Mayhew, Lewis B. GENERAL EDUCATION. EXPLORATIONS IN EVALUATION. Washington, D. C.; American Council on Education, 1954. Pp. xxiii and 302.

For the individual who is seeking a quick introduction to some of the problems which are faced by the student of the General Education area, this book will prove to be helpful reading. This publication is a final report of the Cooperative Study of Evaluation in General Education of the American Council on Education. Inasmuch as a large part of the Teacher Education and Religion Project study falls within the field of General Education, some familiarity with an evaluation of General Education programs will be helpful to the administrator who is seeking relationships between academic disciplines and religion.

Eddy, Norman G. "Religion in a General Education Program." JOURNAL OF HIGHER EDUCATION, XXVII (January, 1956), Pp. 25-34, 56.

This article describes the place of religion in one general education program. The study of religion in this general education program is "but a fraction of a very large course." The material is presented in a sophomore program which is concerned with social change.

Gross, Chalmer A. IMPLEMENTING PROGRAMS OF GENERAL EDUCATION FOR TEACHERS. AACTE Study Series, Number I. Oneonta, New York: AACTE, 1953. Pp. 3 and 60.

The title of this publication explains the purpose of the book. O. W. Snarr was chairman of the Subcommittee which carried this study through to its completion. Many specific suggestions for implementing a general education program on a campus are given.

LIBRARIAN AND THE TEACHER IN GENERAL EDUCATION: A REPORT OF LIBRARY INSTRUCTIONAL ACTIVITIES AT STEPHENS COLLEGE. Chicago, Illinois: American Library Association, 1948. Pp. xi-69.

Malcolm S. MacLean raises the question in the foreword of this book: "How can we get students to want to read and be able to find and read what they need for their general education?" How Stephens College has solved, in part, the answer to this question is the basis for this book. Individuals studying the relationship of teacher education to religion will want to become familiar with library facilities on their own campus as an aid to their study. This book will have leads for them.

Lovinger, Warren C. GENERAL EDUCATION IN TEACHERS COLLEGES. Oneonta, New York: AACTE, 1948. Pp. ix and 119.

This report is a study of programs of general education in four-year curricula for elementary school teachers. The material is based on a questionnaire which was sent to member institutions of the AACTE. An annotated bibliography, which is included with the publication, provides a useful source of further information about general education.

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This conference for the most part operated through the study group technique. More than three hundred persons participated in the discussions. For the reader who wishes to get a quick overview of what topics are included in a general education program, this publication will supply some of the answers.

Troyer, Maurie C., and Pace, C. Robert. EVALUATION IN TEACHER EDUCATION. Washington, D. C.: American Council on Education, 1944. Pp. xii and 368.

This book is one in a series which arose from the study by the Commission on Teacher Education. Chapter IV, "General Education", Pp. 95-134, is pertinent for the individual who is seeking further information about the general education programs. The material should be compared with Dressel and Mayhew's material which is also listed in this bibliography.

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